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ABSTRACT

This practicum was designed to develop an intervention prescriptive team model which would utilize the resources of the primary level to improve student achievement. Specifically, the intervention prescriptive team model sought to improve the achievement of third grade underachievers and serious underachievers in reading and mathematics. The intervention program was developed at the primary grade levels (1-3) through a restructuring of the use of pupil personnel, reading specialists, the building principal, and the classroom teacher in a diagnostic-prescriptive team model. The demonstrated achievement over expectancy of both underachievers and serious underachievers in reading suggests that the intervention program with its tasks orientation, problem-solving approach, and system of monitoring should be expanded to the intermediate grades (4-6) and be given serious study as a model for instruction strategies for all students and not just for underachievers. (This report contains descriptions of the practicum procedurs, several case studies, and evaluation of the practicum, and recommendations.) (Author/BD)

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TO COORDINATE EXISTING RESOURCES TO MEET THE NEEDS OF STUDENTS AT THE PRIMARY LEVEL

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A PRACTICUM IN THE USE OF THE INTERVENTION PRESCRIPTIVE TEAM FOR UNDERACHIEVING STUDENTS AT THE THIRD GRADE LEVEL

DEC 5 1975

by Irving Miller

Submitted in partial fulfillment of the requirements for
the degree of Doctor of Education, Nova University

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New Rochelle Cluster
Dr. Robert R. Spillane

Maxi II Practicum
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It is difficult to single out individuals who assisted in this practicum since there were substantial numbers of children and staff who participated in the intervention program. It is to the staff that I have the greatest debt, since they made this program become a reality through their inspiration and competence.

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INTRODUCTION

General Statement of the Problem

All participants in the challenge of educating the children of America agree that it is a difficult and perplexing task. In recent times, some educators have been identified as being in one of two "camps" -- those who believe that formal schooling does make a difference in educating children, and those who do not believe that the resources being brought to bear upon the responsibility of educating children have a relationship to ultimate outcomes in adult life.

The foremost critic who supports the latter position is Christopher Jencks whose publication Inequality, A Reassessment of the Effect of Family and Schooling in America has caused deep concern on the part of many educators. While leaving a detailed explanation of Jencks' position to be examined in the review of literature, it is important to note his posture ". . . no measurable* school resource or policy shows a consistent relationship to schools' effectiveness in boosting student achievement."[1] On the other hand, James Guthrie states that his review of available research studies has impressed him as to the amount and consistency of the evidence supporting the effectiveness of school services in influencing the academic performance of students. He indicates a desire for more precise information about which school service components are most effective and in what mix or proportion they can be made more effective. "There is little doubt that schools can have an effect 'that is independent of the child's social environment.' In other words, schools do make a difference."[2]

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* Emphasis added

The objective of this paper is to demonstrate that the use of the prescriptive team -- the "mix" that Guthrie refers to -- in the model described will improve achievement for students who have been identified as having major academic deficiences resulting learning and/or behavioral disorders in the areas of mathematics and reading at the third grade level.

This hypothesis posits that the human resources of a school can be organized in a model that will positively affect the academic performance of students who are not achieving on grade level as measured by a standardized group achievement test, M.A.T.

The hypothesis acknowledges the existence of these personnel resources before the development of the prescriptive team. The weaknesses of the use of personnel resources that were evident before the prescriptive team were the following:

(1) There existed a lack of structure as to an organized, coordinated use of school personnel. A teacher having a problem with a student in reading and/or mathematics might have dealt with the problem by herself, asked for the assistance of the reading specialists, could have possibly consulted with the mathematics facilitator, or could have brought the problem to the attention of the principal. There was also another option and that would have been to do nothing. This multiple-choice framework could work for or against helping a student depending upon the options selected. This type of random choice has proven debilitating to students in need in the past.

(2) Teachers have been given prescriptions in the past by different specialists, i.e.: nurse-teacher, mathematics facilitator, etc. The lack of a monitoring system or a management system made it impossible to determine whether or not the prescriptions were followed, revised, or ignored, and how effective these recommendations were in effecting improvement in the child's academic competencies.

(3) Each specialist, when called upon, approached the problem-solving challenge from his/her expertise and perspective. For example, the psychologist viewed the problem solely from a psychologist's perception. This academic "tunnel vision" on the part of some psychologists did not result in problem-solving in a Gestalt manner -- instead of "treating the whole child" only his psyche was considered. This proprietary tendency on the part of specialists inhibited rather than facilitated problem-solving.

(4) This parochial approach to problem-solving did not make available to each specialists the information which other professionals had brought to the prob[illegible] This lack of sharing and exchange of informa[illegible] perceptions and assessments deprived each participant as well as the group of the benefits of the group interaction.

(5) Students were being given prescriptive teaching strategies for reading and mathematics that they may have received before as well as recommendations that did not work well in previous years. A lack of

continuity in diagnosis and prescription was evidenced resulting in a loss of valuable teacher and student time and an increased frustration on the part of the student.

(6) The principal was not providing the educational leadership role that was inherent in the position. This void produced a lack of coordination and parochialism among the special services as well as a sense of frustration for the classroom teacher left to deal with problems.

Statement of the Hypotheses

In an attempt to eliminate and/or diminish the above mentioned negative outcomes in the manner that staff personnel functioned, the concept of the intervention prescriptive team was developed. It is hypothesized that:

(1) An organized model bringing together the teacher, specialists, and the principal of the school can positively affect the achievement of third grade students in the following manner:

(a) Third grade students who are more than one grade level below on the M.A.T. will evidence gain over expectancy in their area of deficiency when compared to previous established gains of .5 (five months). Therefore, a total of .7 (seven months) gain in academic performance is predicted for these students in their area of deficiency or a 40% increase over average expected academic gain.

(b) Third grade students who are less than one year below grade will achieve a gain over expectancy of .5 (five months) in addition to the expected gain of .5, thereby achieving a total gain of 1.0 or ten months. This will represent an increase of 100% in relation to the average expected academic gain of these students.

In addition, it is hypothesized that the process of the prescriptive team model will:

(c) Increase the instructional leadership role of the principal.

(d) Increase the exchange of information between professionals in diagnosing and prescribing for a given child.

(e) Improve the competencies of the participants in problem-solving as measured by the level of self-confidence in the group process.

(f) Develop a management system which will provide for a monitoring system which will audit prescriptions after the diagnoses has been recorded and prescriptions recommended.

(g) Deal with problems more in a preventative manner and less from a reactive posture.

Definition of Terms

(1) Intervention Prescriptive Team - consisting of the school principal, the classroom teacher, the reading specialists, the psychologist, the speech therapist, the home-school counselor, the mathematics facilitator, and the reading facilitator.

(2) Grade Level - the level that a student is expected to be performing at based upon national norms which have been developed by the publishers of the Metropolitan Achievement Test, i.e.: a third grade student should enter third grade with a grade level score of 3.0 and midway through the third grade should be at 3.5 grade level.

(3) Severe Underachiever - a student who is more than one grade level below in reading and/or mathematics as measured by the Metropolitan Achievement Test.

(4) A Prescription - a specific recommendation made by the intervention prescriptive team to a member of the team. Included in the prescription is who shall implement the prescription, and who is to monitor this action, for what length of time, and when will an assessment occur.

(5) Management System - a detailed, sequential flow-chart which describes the process from diagnosis to prescription to assessment to recycling, denoting the proper actors and tasks.

THE REVIEW OF LITERATURE

In approaching the effective use of resources specifically as an intervention program with the diagnostic-prescriptive team as its operative instrument, the author reviewed the literature under the following categories:

1. Review of Literature

(a) Use of resources in the schools.
(b) The use of the team as a theory of administrative organization.
(c) The concept of intervention by a team.
(d) Selected team efforts -- objectives and when intervention occurred:
    i Child study team.
    ii The case conference.
    iii Team teaching.
    iv Problem-solving team.
(e) Processes used by team efforts cited.
(f) Role relationships in a school organization:
    i Principal.
    ii Teacher.

2. The Review of Literature

The review of literature was undertaken to provide information that the author needed to implement the practicum; specifically, (1) to obtain a detailed knowledge of the topic being studied; (2) to broaden the frame of reference for the problem-solving experience inherent in the practicum; (3) to provide perceptions of the problem previously not part of the consciousness nor experience of the author; and (4) to benefit from the mistakes as well as the successes of the past.[3]

Use of Resources in the Schools

The present inflationary spiral has highlighted the financial pressures upon the schools. For the first time in over a decade, schools are "laying off" teachers while their budgets continue to rise. This has brought into focus a problem that researchers and education theorists have wrestled with, going back in time to the turn of the century.* The cause and effect relationship between the resources that a school brings to bear upon a child and the ultimate result -- a measurement of what the child has learned -- is receiving increased attention from both researchers and lay persons.

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*The Gary (Ohio) plan, otherwise known as the platoon system, was instituted at the turn of the century as an organizational approach to the better use of resources -- space and personal.

One position has been stated by Christopher Jencks and his colleagues in Inequality, A Reassessment of the Effect of Family and Schooling in America. Jencks cites that the United States spends more money educating some children than educating others. Documentation is offered by Jencks to show disparities from state to state, district to district and even from school to school within a district. The child who is "lucky" (using Jenck's term) to be born in a community where more money is spent per child for educational purposes is exposed to higher paid teachers, newer buildings, teachers with greater experience and college preparation, and more educational equipment and materials.[4] Does this give the child an edge over the child who is "unlucky" and is born and goes to school in a community where far less money is spent per pupil for education? Jencks' answer is that it is not unequal expenditures for schooling that explains why some are more economically successful in adult life than others and why some adults can read better than others. "There is no evidence that building a playground . . . small classes, competent teachers and a dozen other things that distinguish adequately from inadequately financed schools . . . " will affect the students' opportunities of learning to read, getting into college or being economically successful in one's career as an adult.[5]

Increasing expenditures will not increase test scores, according to Jencks, citing the following studies: Talent, EEOS (Coleman Report), and the Plowden survey in England. Again, there is a reaffirmation that no measurable school resource or policy shows a consistent relationship to schools' effectiveness in raising student achievement. In all instances, where gains were associated with any given resource, the gains were always small.[6]

In the midst of Jencks' reporting studies on the effects of school resources, there is an admission that the findings reported do not relate to how more effective schools could be if they used their resources differently. The assumption made by Jencks' is that school resources are not used in a manner that can positively affect students' achievement.[7]

An input-output analysis that responds to Jencks' concern is cited by Guthrie and his colleagues in Schools and Inequality. A Mollenkopf and Melville study, which made an effort at controlling for student socio-economic-status reported four school service measures to be significantly related to pupil achievement. They were (1) the number of special staff (i.e.: psychologists, reading specialists and counselors); (2) class size; (3) pupil-teacher ratio; and (4) instructional expenditures per student.[8] In addition, the Quality Measurement Project in New York State is reported as evidence that per pupil expenditure is related to student achievement.[9] The same Project Talent that Jencks utilized is part of the documentation by Guthrie that school services are related to students' test scores.[10]

Guthrie reviewed, in all, 17 studies and he indicates that, "the strongest findings by far are those that relate to the number and quality of the professional staff, particularly teachers."[11] This team of evaluators (Guthrie et al) of the existing research state that they are impressed with the amount and consistency of evidence supporting the relationship between school services as a cause and its positive impact upon the academic performances of pupils.[12]

The same type of reference is made by Guthrie as to how resources are used. "In time, we would wish for more precise information about which school service components are more effective and in what mix or proportion they can be made more effective."[13] It is this line of reasoning that this author has used in assessing the existing resources of Greenburgh Central Seven and in what manner these resources could be better utilized so that Herbert Simon's criterion of efficiency could also be used concomitant with an increase in student achievement.

The criterion of efficiency, as defined by Simon, determines "the selection of that alternative, of all those available to the individual, which will yield the greatest net return to the organization."[14] Simon also posits that his criterion of efficiency can be applied to administrative decisions in the same manner as it can be related to the concept of maximization of utility in economic theory. Simon's approach is important because he maintains that the analogy between the aforementioned two propositions also extends to the assumptions which undergird them:

> The first of these is that there is a scarcity of applicable resources. A second assumption is that the activities concerned are "instrumental" activities -- that is, activities that are carried on for the positive values they produce, in the form of some kind of "result." Third, both propositions involve the comparability, at least subjectively, of the values in terms of which results are measured.[15]

An analysis of an administrative situation using the criterion of efficiency would be at three distinct levels. The highest level would be the measurement of results, that is the achieving or accomplishment of the organization's objectives. A district's contribution to these results is the element of administrative performance. A third level would be the input in terms of effort which, in turn, could also be analyzed in terms of dollar cost.[16]

The value of Simon's criterion of efficiency is that it operates within what he terms a rational approach to administrative behavior. The problem of measuring input-output in the public sector is one that he pays more than "lip-service" attention to. He recognizes that cost factors such as money and time can be readily identifiable as negative values (a Simon descriptive term) in arriving at decisions, i.e.: the costs and/or the time may be too high if a particular decision is made.[17]

The problem, as Simon views it, is finding a substitute in public administration for money value of output as a measure of value. The approach he recommends is a statement of objectives of the activity and the construction of indices that assess the degree of attainment of these objectives. "Any measurement that indicates the effect of an administrative activity in accomplishing its final objective is termed a measurement of the *result* of that activity.[18]

The basic problem in evaluating objectives in the field of public service is that too often they are stated in general, non-behavioral language. Simon recommends that objectives be stated in tangible and objective terms before results are observed and assessed. A caution is advised that humanistic values not be cast aside in the attainment of results. A balance, through a relative weighting of conflicting values, enhances a better equilibrium between achieving measurable results and those that affect employees. In addition, Simon exhorts the public administrator to determine the degree to which an objective will be obtained. Although Simon states that "attainment of objectives is always a matter of degree" he does not rescind his premise that specific objectives should be linked with the resources allocated to achieve those objectives. The level of determination of the objectives which influence the allocation/availability are value decisions. Therefore, a school district that sets as an objective that fifty percent of its high school graduates will be accepted by four-year colleges has made a value decision. Either the district will provide the resources to attain this objective or scale down the fifty percent to a percent commensurate with the allocated resources.[19]

The Use of the Team as a Theory of Administrative Organization

The theoretical underpinnings for the intervention prescriptive team can best be explained in terms of Herbert Simon's "a rational approach to administrative behavior and decision-making," and the process for problem-solving through group resources advocated by the Institute for Development of Educational Activities (I/D/E/A).

The reader will remember that a prime concern of this practicum was to demonstrate an improved coordination of existing resources at the primary grade levels (1 to 3) to meet the needs of underachieving students. This school district has provided a better-than-average staffing to meet the stated objectives of the district for some two decades. To illustrate the adequacy of staffing, at present there is a district class size policy with a recommended desirable maximum of 20 pupils per class for grades kindergarten and one. For grades two through six, the recommended desirable maximum is 25. In addition, at the kindergarten level, there is one full-time teacher assistant for each teacher, and one-half teacher assistant is assigned to each teacher grades two through six. There are 2.8 psychologists, .5 of a home-school counselor, 1.0 speech therapist, 4.6 reading teacher specialists, 1.0 full-time reading facilitator and 1.0 full-time mathematics facilitator. for grades kindergarten through grade six.

The district has had a commitment to individualization of instruction and the staffing profile for the elementary grades reflects this posture. The concern that has been surfaced is why is there not a greater improvement in achievement for children who are achieving below grade level considering the availability of personnel and other resources? In the school year 1974-75, the average per pupil expenditure at all grade levels was $3,000 plus per child. In addition to the increased demand for accountability, the depressed economy has created additional pressures upon the school district resulting in reduced revenues versus increased expenditures.

The question was why underachieving students were not improving academically when the above cited resources were available? This question is restated by this writer as follows -- if these children evidenced some academic growth with the existing pattern of resources, can we achieve better results with a different arrangement of existing personnel resources?

The use of resources to assist in meeting the needs of an underachieving child was in the following pattern before the intervention prescriptive team approach was attempted. The classroom teacher who was having problems with a pupil not progressing at grade level would refer the pupil to the pupil personnel staff. The pupil might then be seen by the psychologist, speech therapist, reading specialist and the home-school counselor, depending upon the need and the severity of the teacher-observed disability. The reports by the specialists would be given to the teacher in a written and/or verbal communication. Generally, specialists would make recommendations as to courses of action that the teacher should take to affect the pupil in a positive manner. There was no follow-up as to whether these recommendations were implemented nor was there authority vested in the role of specialists to ensure that the recommendations were implemented. There was very little involvement of the principal in this process except if the pupil's problems reached a crisis level at which point the principal was requested by the teacher to intervene.

An analysis of the process and procedure just reviewed reflects the following characteristics:

(1) The classroom teacher is very much on her own in this problem-solving effort.

(2) Specialists are providing assessment and recommendations based upon their province (psychology, speech therapy, reading disabilities, math disabilities, home-school relations) with very little structured communication between the teacher and the specialists and among the specialists.

(3) The procedure was crisis-oriented rather than preventative.

(4) The principal functioned in a peripheral role with minimal impact upon the coordination and accountability of the personnel.

(5) There was no feedback as required as to the success or failure of a particular strategy.

(6) Instructional strategy recommendations were short-termed and not recycled as part of an overall strategy on a longitudinal basis for the pupil.

(7) The diagnoses that were provided were not as part of an organized diagnostic-prescriptive format, but upon the request of the teacher and/or specialist as each felt the need for this information.

(8) The record-keeping system to support a collaborative effort did not exist.

Simon states that an efficient administrative organization requires the development of an operative staff and superimposing on that staff a supervisory staff capable of influencing the operative group toward a pattern of coordinated and effective behavior. Behavior is generally seen as purposive -- oriented toward goals or objectives. "This purposiveness brings about an integration in the pattern of behavior in the absence of which administration would be meaningless, for, if administration consists in "getting things done" by groups of people, purpose provides a principal criterion in determining what things are to be done."[20]

Decision-making is seen within the framework of a hierarchy of decisions with each step downward in the hierarchy consisting in an implementation of the goals set forth in the step immediately above. Behavior has a purpose insofar as it is guided by general goals or objectives. It is rational in that the selection of behavior is predicated upon a selection of alternates which are conducive to the achievement of the previously selected goals. It is also recognized that these choices never permit a complete or perfect achievement of objectives. The choices are the best solution that is available under the circumstances. "The environmental situation inevitably limits the alternatives that are available, and hence sets a maximum to the level of attainment of purpose that is possible."[21]

An organization, in Simon's view, takes from an individual some of his decisional autonomy, and substitutes an organization decision-making process. The prescriptive team required some loss of autonomy on the part of all participants who joined together for common goals and/or objectives. Individual specialists as well as the teacher could not function in separate, individual efforts even for the common objective to improve the academic performance of a specific pupil.

The organization (i.e.: the prescriptive team) makes decisions for the individual (teacher, specialist) which would specify his function as to the general scope and scope and nature of his duties. In addition, the prescriptive team, by including the principal, brings into the organizational structure the authority who is to have power to make further decisions for the individual. This authority figure (the principal) can set other limits, as needed, to coordinate the activities of the individuals who are part of the prescriptive team. This horizontal specialization is common to organizations and functions with vertical specialization to achieve the goals and objectives of the organization (prescriptive team).

Vertical specialization is utilized by the team for four reasons: (1) where there is horizontal specialization, vertical specialization is absolutely essential to achieve coordination among the operative employees (teacher, teacher assistant, specialists); (2) it encourages the growth and development of greater expertise in decision-making by the operative employees; (3) vertical specialization permits the operative employees to be held accountable for their decisions; (4) it utilizes the particular skills of persons (i.e.: psychologists, reading specialists, etc.)[22]

The prescriptive team is organized under the aegis of the building principal with the inclusion of the classroom teacher, reading specialists, speech therapist, psychologist, home-school counselor, mathematics facilitator, and reading facilitator. The principal, as the ultimate authority figure, will utilize the special expertise held by the team members in his diagnosing a student's problems and in his making an appropriate recommendation for corrective actions.

The advantages of the teacher bringing a problem that he has with one of his students to the group are cited by the Institute for the Development of Educational Activities as follows: (1) The presentation of the problems encountered by the teacher in instructing this pupil force the teacher to clarify his own thinking about the problem. (2) The use of a group of colleagues as consultants demonstrates the group's capacity to provide the teacher with alternative perspectives on the problem at each phase of the problem-solving process. (3) There may be alternative causes resulting in the behavior demonstrated by the pupil. One cannot rule out physical, social and emotional causations. (4) Too often, the teacher has trouble making an accurate diagnosis of his own contributions to the problem, i.e.: attitudes, beliefs, perceptions. (5) Group resources are a source of strength in aiding the teacher search for workable alternative strategies for dealing with his problem. (6) The group provides a valuable assist in the evaluation of the efforts put forth by the teacher and others to remedy the problem. (7) The problem becomes the collective responsibility of the group, not just the classroom teacher. (8) The special talents and expertise of group members can be brought to bear upon the problem, adding talent, additional resources and staffing input to the problem-solving process.[23]

Will this approach produce better morale and staff job satisfaction? Sergiovanni says "yes" to both questions stating that "task-oriented behavior (organizing and planning work, implementing goal achievement) emerges as an important and direct contribution to teacher job satisfaction. Such behavior, on the part of the administrator, would include increasing the opportunities for teachers to experience personal and professional success." In addition, the team effort also meets another goal of Sergiovanni's and that is to upgrade the professional skills of teachers.[24]

Another question to be posed is, "Will this prescriptive team be more efficient in relation to the use of resources?" The potential for achieving this result is seen in Simon's criterion of efficiency, "The criterion of efficiency dictates that choice of alternatives which produce the largest result for the given application of resources."[25]

Simon cautions against applying the interpretations of mechanical efficiency, and the concept that the ends justify the means to his postulate of efficiency. The maximization of the limited resources available to an administrator will dictate certain alternatives and implicit in these alternatives will be value judgments based upon the information available to the decision-maker.[26]

There is a reality aspect to Simon's criterion of efficiency that should not be overlooked. A staff could be directed to teach only reading to primary children throughout the hours that the children are in school. The value distortion of this type of decision-making is important since we do not know that doubling or quadrupling the amount of time used to teach reading will produce better readers. Moreover, this type of decision-making does not take into account the quality of instruction, the reasons why a child is not progressing in reading, and what resources can best be used to facilitate the desired growth. The need for information to make decisions coupled with value judgments is inherent in both Simon's criterion of efficiency and the *modus operendi* of the prescriptive team.

The Concept of Intervention by a Team

The use of groups in an organized manner has been classified by Dubin on the basis of the degree of initiative left to the members of the group in implementing their tasks: (1) team group; (2) task group; and (3) technological group. The members of the team group may take the initiative in designating the positions to be filled and the persons to fill them, and within this group there may be interchange and rotation of jobs as a result of the decision of the members. The administrator controls the assignment of the task, the tools and the personnel to accomplish the task, but leaves it up to members of the group to determine how best to accomplish their work. On the other hand, in the task group each member has a clearly defined job with the assignment being made as to who does what job in the group. The individual is given the latitude to select his own method of doing his task and the work schedule of the groups will generally be determined by the group as a whole. The technological group is best illustrated by the assembly line with the job tempo and the procedure to get the job done clearly specified and controlled by management with very little choice on the part of the individual or group.[27]

Teams have been distinguished from a small group by Klans and Glaser:

> Teams, on the one hand, are usually well organized, highly structured, and have relatively formal operating procedures -- as exemplified by a baseball team, an aircraft crew, or a ship control team. Teams generally:
>
> (a) Are relatively rigid in structure, organization, and communication.
>
> (b) Have well defined positions or member assignments so that the participation in a given task by each individual can be anticipated to a given extent.
>
> (c) Depend on the cooperative or coordinated participation of several specialized individuals whose activities contain little overlap and who must each perform their task at least at some minimum level of proficiency.
>
> (d) Are often involved with equipment or tasks requiring perceptual-motor activities.

(e) Can be given specific guidance on job performance based on a task-analysis of the team's equipment, mission or situation.

Small groups, on the other hand, are rarely so formal or have as well-defined specialized tasks -- as exemplified by a jury, a board of trustees or a personnel evaluation board. As contrasted with a team, small groups generally:

(a) Have an indefinite or loose structure, organization and communication network.

(b) Have assumed rather than designated positions or assignments so that each individual's contribution to the accomplishment of the task is largely dependent on his own personal characteristics.

(c) Depend mainly on the quality of independent, individual contributions and can frequently function well even when one or several members are not contributing at all.

(d) Are often involved with complex decision-making activities.

(e) Cannot be given much specific guidance beforehand since the quality and quantity of participation by individual members is not known.[28]

The team concept has been used in the medical profession, i.e.: the diagnostic team, the clinical team, the surgical team, and others. The diagnostic team may be a one-time coming together of doctors, often specialists from several different fields of medicine, who pool their knowledge and opinions to diagnose the ailments of the patient and recommend a strategy of treatment. Teams of this type have both the characteristics of both Dubin's team group and his task group. Clinical teams are usually found in the mental health field and are frequently composed of a psychiatrist, a clinical psychologist and a psychiatric social worker. These specialists are more task-oriented within their specialties while working as a team rather than as a team group. A contrast is the surgical team which typifies the technological team of Dubin as well as Klaus and Glaser's rigidly defined team. The surgeon is the leader and the division of labor is specifically task-oriented.

This review of the meanings and concept of teams evidences a lack of agreement as to a standard usage of the term team in the literature. In education, the same lack of common language is discernable, witness Shaplin's definition of team teaching:

> Team teaching is a type of instructional organization, involving teaching personnel and the students assigned to teams in which two or more teachers are given responsibility, working together, for all or a significant part of the instruction of the same group of students.[29]

This definition, published in 1964, has been construed by some to be limited to team planning, by others to teaching only one discipline, and still by others to teaching inter-disciplines and to have certain numerical staffing requirements.

The use of the team concept in education, other than in team teaching, has been of such scarcity as to be noticeable in the review of literature. This is not to state that groups of educators within a school system do not come together at different times and for different purposes. The fact that this has not been identified extensively in the literature does not preclude the existence of same.

Selected Team Efforts - Objectives and when Intervention occurred

In reviewing how teams function, this writer's focus was upon how the teams intervened in the educational lives of children. More explicitly, at what point or for what purposes did the team intervene on behalf of the child or children?

There are four organizational approaches to the use of the team which this writer reviewed and analyzed (1) the objectives of the team; and (2) when intervention by the team occurred. These four were: (a) the child-study team; (b) teams using the case analysis technique (which conceptually has been used by pupil personnel specialists); (c) team teaching; and (d) the problem-solving team.

The child-study program was developed by the Institute for Child Study at the University of Maryland under the leadership of Daniel Prescott. He describes the purposes of the child-study team as follows:

> (a) To communicate to participants a body of specific scientific knowledge from many of the disciplines

that study human beings.

(b) To aid participants as they organize this knowledge into an integrated theory of human development, learning and behavior.

(c) To guide participants to discover the kinds of information about individual children that are necessary to understand them, and to develop skill in gathering and objectively recording this information.

(d) To acquaint participants with the steps in reasoning that are necessary to arrive at scientifically sound judgments about the motivation, behavior and needs of individual children; and, by group processes, to guide them in developing skill in this method of analyzing children and arriving at sound judgments about them.

(e) To encourage and aid participants in working out, within the scope of the teacher's normal professional functions, specific plans for assisting individual children and groups of children to take their necessary next steps in development, learning or adjustment, and to aid them in working out the implications of the insights gained through their study of children for planning and practice in the general educative process.

(f) To assist participants to recognize children who need expert diagnosis, therapy, or remedial instruction, and to help them locate and refer the child to available agencies for diagnosis, therapy, or remedial instruction.

(g) To stimulate participants to develop and to live by a strong code of professional ethics; to encourage them to recognize the worth of every individual and to respect the dignity of all human beings.[30]

The members of the child-study team can be principals and teachers with team membership ranging in number from 8 to 15. This group would meet every other week choosing its own leader and co-leader. Each individual agrees to gather the necessary information in writing, present these findings to the child-study group for criticism and interpretation, and to participate in the group process through which all the case records are interpreted and through which the skill in the scientific method of arriving at judgments is developed. The participant will commit his/her participation to a three-year program with the right reserved to drop out when necessary.[31]

Prescott urges that principals and supervisors need to participate in these groups so that they can understand and cooperate effectively with teachers who are attempting to act on their new insights. In addition, Prescott states that his experience has taught him that principals and supervisors must participate actively in the building of case records, with the help of classroom teachers, and attend group meetings regularly in order to share in intepreting the records presented.[32]

The intervention in regard to a pupil occurs when the teacher selects a child as the subject of her study. The major criterion that a teacher should use is high interest level in the child about whom she is to gather data.[33] Prescott urges that one should avoid the tendency to select only children with severe adjustment problems because neither the teacher nor the groups can deal with these problem cases in a one-year time span.

There is also an emphasis on good record-keeping so that the member of the child-study team can record information objectively, specifically, descriptively and completely and avoid interpretations of behavior and opinions about the child or his family. The stress on record-keeping is consistent with the three-year longitudinal record that is desired for each pupil. Even samples of the pupil's written work in language arts, social studies, mathematics and science are brought to the group to be analyzed for skill development and cognitive growth.[34]

The intervention exemplified in the child-study program has a teacher, not student-focus, although the pupil is the object of the study. The gains projected for a teacher would be in the areas of learning through experience, a clinical view of the child, participation in group-process experiences, gaining a new perspective on education and experiencing changes in attitude.[35] It is projected that as the teacher improves in these skills areas more positive results will be attained with their pupils.

The case conference and/or the case study method has been used by guidance counselors and other pupil personnel staff. The initiator of the conference can either be the guidance counselor, one or more of the pupil's teachers, a psychologist, a school social worker, nurse or the school principal. Each participant brings to the conference all of the available information about the pupil. The objectives of the case conference are (1) to deal with a problem situation involving a student at a given time; (2) to bring together the information available about the student from specialists, teachers and administrators; (3) to gain insights into child development; and (4) to provide for teachers learning from specialists and from one another.[36]

The intervention in the case conference occurs because a member of the staff feels that a problem exists regarding a student which requires a meeting of concerned staff personnel. The conference is usually concluded with specific recommendations which certain staff personnel are delegated to implement. In practice, there is usually little or no structure for follow-up or frequency scheduled for the conferences. In contrast to the child-study program, the case conference is more immediate and more child-centered.

Team teaching provides a number of objectives or targets for its organizational pattern. There is a major goal of the transfer of certain managerial functions ". . . particularly, the disposal functions of teacher assignments and pupil grouping, to the technical staff (teachers)." Those technical functions that the team would be responsible for rather than an administrator include the development of curriculum, the organization of instruction, the specific methods of teaching, the needs assessment, and the progress of the pupils.[37]

Another goal resulting from the fact that relatively few professional teachers are trained to exercise the new managerial functions required in the use of the team is that in-service and problem-solving workshops are necessary. Another target is the establishment of rigorous priorities among available choices with a full knowledge of the consequences which follow from alternative strategies.[38]

From a managerial vantage point, a major goal is to provide an attractive, competitive career pattern in teaching. This requires a specialization of labor within teaching. This type of "leading with strength" can also result in the more efficient utilization of materials and technical resources that are available to the team. e.g.: media.[39]

The intervention on the part of the team occurs as children are assigned to the team for instruction. The teaming in team teaching is ". . . a type of an instructional organization, involving teaching personnel and the students assigned to them, in which two or more teachers are given responsibility, working together, for all on a significant part of the instruction of the same group of students."[40] The teaming is a combination of teachers and students -- an inter-related unit for projects and/or instructional units which concentrate on combined efforts.

Although Shaplin emphasizes the co-relationship between teacher and student, the major thrust throughout his description of team teaching is on the teacher and not the student. The teaching that is required may be to large or small groups of students, but again, the emphasis is on the role of the teacher in the team unit.

Another approach to intervention has been the Problem Solving School Program. A staff is trained through workshops, and half of the 30 training hours is expended toward the mobilization of group resources for solving classroom problems where the individual teacher has the prime responsibility and the other half is spent with school problems whose solutions are a shared faculty responsibility.[41]

The objectives of the Problem Solving School Program are both long and short term. The long term objectives are (1) to promote a school climate of trust and self-confidence which are prerequisites for effective group problem-solving; and (2) to teach a variety of specific individual and group problem-solving skills. In addition, a short term objective is to make it possible for participating schools to identify and solve certain specific school and classroom problems during the training program.[42]

The intervention with respect to pupils occurs in two different approaches through the problem-solving school -- on a schoolwide basis and within a classroom. The training necessary to implement this program at the classroom level requires:

(1) A series of structured meetings at which three or four teachers discuss problems in a systematic fashion.

(2) Readings in a programmed instructional format concerning alternative procedures and strategies for problem-solving.

(3) Schedules for classroom practice in applying these strategies.[43]

The thrust is to upgrade teacher problem-solving competencies which will produce a more positive climate in the classroom and the school between teacher and pupil, teacher and teacher, and teacher and administrator. The use of group resources for problem-solving (while at the same time increasing the skills of the school faculty for effective utilization of group resources) provides the foundation for the problem-solving school. It is teacher centered with an objective of improving staff problem-solving skills through the group process and having this, in turn, impact pupils in the classroom.[44]

Processes used by Team Efforts Cited

The child-study program begins its process by postulating multiple and tentative hypotheses about a specific child and his particular behavior. The behavior is described by the person presenting the information to the group without resorting to the child's records. The group is encouraged to make at least 20 hypotheses about why the child behaves as he does.[45]

These descriptions of the child's behavior may represent three to four months of observation by the teacher and the recording of anecdotal data. The participants may begin to notice recurring patterns of behavior among the children being observed.[46] The anecdotes are matched against the multiple hypotheses and it is determined which of the hypotheses can be supported by the facts presented in the description by the teacher and which are not supported by the data. Hypotheses that were not susceptible of proof or refutation should be either reworded or eliminated as scientifically unsound.[47]

In weighing the evidence, the child-study team compares the data presented to those hypotheses remaining and gives different weighting to the hypotheses. Some of the evidence is conclusive and accepted as fact. Other data lead to different causations. This requires a restating of some of the hypotheses. These restated hypotheses were either stated as conclusions or verified hypotheses. The group, at this point, is reading to review the findings to make a list of recommendations to the teacher of the child under study.[48]

Prescott has applied the scientific method to the steps that the child-study team follows. They are the following and in sequence:

(a) Selecting a problem for investigation and defining it clearly.

(b) Amassing an extensive body of objective and valid data concerning the problem.

(c) Making as many tentative hypotheses as possible on the basis of current scientific theory and personal experience.

(d) Checking the hypotheses against the data.

(e) Testing the hypotheses in terms of the weight of supporting and refuting data.

(f) Considering the adequacy of the data and gathering additional data if significant gaps are found.

(g) Re-evaluating the hypotheses in the light of additional facts.

(h) Restating the hypotheses as validated conclusions.

(i) Planning steps to take to solve the problem in the light of validated conclusions.[49]

The case-study approach is similar to the child-study team in sequence and process, but different in its emphasis on children with behavioral problems and the diversified makeup of the team, i.e.: psychologist, social worker, psychiatrist, guidance counselor, etc. These problems are evidenced in disruptive behavior, poor academic performance, and possibly even health problems. Margolin and Williamson have outlined what can well be accepted as a classic model for a case study:

> Case presentation - Each individual who has had anything to do with the pupil will present whatever information he has. There will be the following organized reports.
>
> (a) Classroom behavior
>
> i Scholastic Progress - assets and liabilities. What are his strengths and weaknesses in regard to subject matter.
>
> ii Behavior manifestations - give description of behavior in classroom (aggressive, shy, withdrawn, cooperative, tense, etc.)
>
> iii Relationship to peer group members.
>
> iv Relationship to teacher.
>
> (b) Out-of-classroom behavior
>
> i Behavior during recess.

ii Behavior to and from school.

iii Behavior in his own neighborhood.

iv Relationship to other school personnel - principal, nurse, guidance counselor, etc.

v Friendship pattern outside of classroom.

(c) i Same four items as in above.

ii Material from cumulative and anecdotal records may be useful.

iii Report of previous teachers.

(d) Family situation - (it will be advisable to interview the parents, if possible, in order to get up-to-date material).

The following information will be helpful:

i The family situation in general - socio-economic status, description of home, family atmosphere, how many in the family, illness in the family, broken-homes, etc.

ii Relationship to parents.

iii Relationship to siblings.

(e) Health report - including

- i Pupil's health history.
- ii Current health status.
- iii Medical work that needs to be done.

(f) Test reports - including

- i I.Q. scores.
- ii Achievement test scores.
- iii Reading test scores with item analyses.
- iv Personality test results.
- v Aptitude test results.
- vi Interpretation and significance of these test scores.

(g) Any other information that members of the group may have which appears to be pertinent to the case under study.

After the case is presented, the group will discuss the various ramifications of the material presented.

Recommendations for improving the situation will follow the group discussion.

> A date will be set for re-evaluating the case to determine if the recommendations have been carried out and what has been accomplished as a result.[50]

Margolin and Williamson did a process analysis of the case-study method and the results of this assessment is informative. The process analysis revealed that a new group has to deal with the fears and anxiety of individual participants before the group becomes cohesive. Hidden agendas were more often than not the causes for emotional overtones and undertones that reflected positive and negative electrifying currents when the cases were discussed. Covert hostility was subtly expressed by some members of the group as another illustration of how the hidden agenda surfaced. Some individuals demonstrated dependency needs where they "leaned" on the traditional leader -- the principal -- or the "strongest" teacher in the group. In other instances, there was an overt clash for power and who would control the leadership roles. To complete the "picture," others sought to strengthen status leadership by supporting all recommendations and observations of those in leadership roles.[51]

The most challenging process was the task of the leaders in regard to their concern for the group process and interaction in the area of desensitization. "Case conference discussions are give and take affairs. Discussions often become heated and feelings are hurt. Participants have to learn to discuss objectively behavior problems, which by their very nature, tend to engender emotional reactions.[52]

Team teaching as a group effort is characterized by the following:

(a) Group pupils in teams and re-group them frequently to satisfy the instructional needs of each pupil and make optimum use of each teacher's time. This includes provision for both large group instruction and attention to small groups and individuals.

(b) Use hierarchical positions for advancement of career teachers, thus satisfying the need for prestige, reward and leadership responsibility.

(c) Use more effectively teachers' abilities and talents in the instructional process through a reorganization of personnel arrangements.

(d) Use a team organization for more productive planning and sharing of the instructional processes, leading to more efficient and interesting ways of presenting lessons.

(e) Use the team structure for more efficient supervision, especially of junior members.

(f) Make increased and more productive use of mechanical and electronic aids in the learning process when the teacher's time can be saved for more advantageous purposes and the pupil achievement is at least equal to that resulting from a more traditional approach.

(g) Use a non-professional staff for non-professional tasks.[53]

In translating how well this approach functioned as a process, there are cogent perceptions offered by Bair. Teachers were able to learn from each other, but it did require a new understanding of what is involved in a cooperative effort. Researchers were not able to demonstrate that it improved morale, but they were able to state emphatically that morale remained good throughout the implementation of pilot team teaching efforts. This may have been the "Hawthorne Effect" whereby there is a tendency of individuals in an exciting or innovative enterprise to do better because of all of the emotional stimulation involved, rather than because the new arrangements are inherently better.[54] The other "side of the coin" was what Dr. Robert Anderson, of Harvard, has termed the "Hazard Effect." His research on team teaching indicated that the strains upon teachers were rather great and that the program required all participants to establish a number of unfamiliar behavior patterns and new processes of communication. Team teachers were viewed by other teachers in their school as separate from the regular staff and, as such, subject to certain forms of criticism and verbal abuse.[55] On the credit side, Bair indicates that elementary school teachers and administrators demonstrated a greater capacity to tolerate and adapt to a variety of environmental and working conditions than researchers would have expected.[56]

The Problem Solving School program was described earlier in this paper as one of four approaches to group problem-solving. The P.S.S. program differs from the others in that there is a concern also with school-wide problems as well as those of the teacher in the classroom. The dynamics of a small group interaction take on greater scope in this technique.

To review, the P.S.S. approach for individual teachers and their problems include:

(1) A series of structured meetings at which three or four teachers discuss problems in a systematic fashion.

(2) Readings in a programmed instructional formal concerning alternate procedures and strategies for problem-solving.

(3) Schedule for classroom practice in applying these strategies.

A three-teacher "development team" is chosen by their peers and is charged with coordinating the various activities of the P.S.S. program. A handbook for P.S.S. participants is provided which contains detailed guidelines for all activities.[57]

Assessments of the P.S.S. group effort have indicated that the majority of teachers in the program have experienced significant changes in other problem-solving skills where the school climate in which they work has also evidenced positive changes. Teachers reported being less defensive about classroom problems and greater utilization of other teachers as resources in solving problems. Conflicts between non-union and union teachers, between specialists and regular teachers, between upper and lower grade levels, and between teachers and administrators have been reduced, freeing staff for a more unified assault on their school-wide problems.

This technique emphasizes changes in the climate of the school and classroom, a willingness to use group resources for problem-solving and, at the same time, to increase the skills of the staff for effective utilization of group resources. Since the effort is self-directed, it encourages the emergence of faculty leadership. All of these changes occur within the regular school structure whereas team teaching requires a structural change to effect group problem-solving.

Role Relationships in School Organizations

The prescriptive team concept calls for a reordering, if not a refocus of role relationships between administrators and teachers, teachers and teachers, and teachers and pupils. The literature is revealing in regard to existing roles and the problems posed by their present relationships. Direction for change has been provided by some educators in their writings, and these will be described.

The loneliness of teaching is surfaced by several writers. Sarison explains that what is meant by "teaching is a lonely profession" is that the teacher is alone with her problems and dilemmas, repeatedly thrown back on her own resources, having little or no interpersonal vehicles available for purposes of stimulation, change or control against one's capacity to act and think foolishly. The repetition of daily routine -- the same teacher with the same children in the same classroom -- for each day in a 180-day school year results in boredom as well as loneliness.[58]

Sarison noted that teachers with five years or more experience reported that they no longer experienced their work with the enthusiasm, excitement, sense of mission and challenge that they once did. Younger teachers feared "falling into this mold," according to Sarison. Not all of the needs that younger teachers (for new ideas and intellectual growth) should be receiving through teaching were being met -- neither in relationship to their colleagues or to children.[59]

A telling argument is presented that for a teacher to maintain the giving at a high level requires that the teacher experience "getting." The sources for "getting" are surprisingly infrequent and indirect. Teachers can "get" from children, but this is rarely direct, teacher can "get" from colleagues and administrators, but this is even more infrequent. A teacher can also "get" from herself in the sense that she feels she is learning and changing and that this will continue, but this crucial source of getting is often not strong enough to make for a better balance between giving and getting. "One of the consequences of a marked disparity between giving and getting is development of a routine that can reduce the demand for giving.[60]

The causes of Loneliness in the Schools are described as teacher anxieties (not knowing what to expect next from "above"), teacher antagonisms (poor communication and misunderstandings), teacher absenteeism (frustration over sense that the teacher is not quite "making it" even though she is trying hard and doing her best), and teacher fears (a belief that if a mistake is made it will cause a conflict with either parents or the administration. Marc Roberts reinforces Sarison's point that the school environment keeps teachers uninvolved and lonely.[61]

There are other factors which contribute to teacher loneliness in the schools. The larger the school, the more the opportunity for impersonality, whereas in a smaller school, everyone has more of an opportunity to get to know each other. Even the structural organization of the school lends itself to divide teachers on the basis of grade level, primary, intermediate and secondary. The self-contained classroom has limited interaction among teachers, and develops a self-centered approach on the part of classroom teachers -- "I am only concerned about my classroom" This sense of separateness and isolation makes it difficult to develop a direction for a staff and increases fears and anxieties.[62]

The traditional principal's role is a primary factor in affecting teacher loneliness. Teachers complain that they can't get to their principal when they need him or he is never around. He is always going to meetings. One also hears the complaint about the existence of "favorites" whom the principal bestows the best assignment, classroom and supervisory responsibilities. In addition, the staff is asked to be involved in inconsequential decision-making and never the important decisions. To add to this litany of problems, there is also inadequate personal communication between the principal and his staff, whether it be the result of poor staff meetings, excessive memoranda, or failure of frequent face-to-face communication, it exacerbates the loneliness and frustration of the teacher.

Other demands upon a principal's time separate him from his staff. These are: (1) increasing district demands on principal's time; (2) increasing community pressure for after-school programs; (3) a proliferation of special state and federal programs such as Title I, ESEA; and (4) teacher organizations which monitor their contract and the principal's actions at the same time.[63]

Change affecting teacher's roles and perceptions will not occur unless the principal brings it about. The principal is the initiator and the stimulator, according to Sarison, to effect change either in his own school and/or change that is planned for all schools in a system. There is a stated acceptance that any change in a school or distrct-wide policy will place the principal in the role of implementing that change in his school. Since the principal is the locus of power for the recommended change his role as change agent is critical.[64]

Even assuming the principal is inclined to change, the roadblocks that stand in the way of bringing teachers together to work for shared objectives are real and difficult to overcome. The request that teachers come together to discuss problems can be a threat to teachers, since any admission of inadequacy can be interpreted as a teacher weakness or lack of competency. This feeling of culnerability keeps teachers "on guard" when there is an attempt to measure teacher effectiveness in the classroom. Will this measure be by standardized test results or the teacher's subjective . evaluation of how well students are learning? Another sensitive area is classroom management where the teacher must exercise his role perogatives to remain in charge if he is teaching secondary school students. Finally, the need to provide help to teacher in achieving competency in the classroom is not being met by most school systems.[65]

Both teachers and principals share a sense of powerlessness in dealing personally with their day-to-day problems or to influence the students in their charge. Contributing to this problem at the school level is a lack of meaningful decision-making authority on the part of teachers. Another potent factor is that compulsory education requires that a student attend school -- it does not require him to be motivated. In addition, the problems of not having enough time, space and money to have a staff come together to deal with its problems can well prevent any positive change in "climate" in a building. Many schools operate on a schedule that is so "tight" in time that staff meetings (of any type) must either precede or follow the school day. Moreover, inadequate or inappropriate scheduling of staff can aggravate any intent to learn new collaborative skills. Another source of irritation arises when the group can meet and they can not find a place to hold the meeting. Small amounts of funds often facilitate the team effort when additional resources are needed. Yet, it is a rarity to find these allocations in school budgets.[66]

Another barrier to bringing teachers together to work as a group is that teachers and administrators lack the group skills which are necessary for effective task-oriented collaboration with other adults. This problem can be understood when one realizes that very few college courses, pre-service training programs or in-service programs give serious attention to developing group problem-solving skills. A second deficiency is the lack of opportunity and frequency at the school level to develop group skills through practice.[67]

The Review of Literature - Conclusions

A review of the research and literature about team efforts in education seems to indicate the following conclusions regarding the use of resources in the schools, the use of the team as a theory of administrative organization, the concept of intervention by a team, selected team efforts -- objectives and when intervention occurred (the child-study team, the case conference, team teaching, problem-solving team), processes used by team efforts cited, and the role relationships in a school organization:

(1) There is very little written about the organized and structured uses of teams in education except for team teaching and the case conference.

(2) There exists a strong theoretical and conceptual base to support the establishment of team efforts in education.

(3) There is a need for team efforts in education to make better use of existing resources, become more task and results oriented, and to provide for the exchange of information between educators.

(4) Team efforts have a positive effect on participants in

helping to identify and clarify a problem, to provide different perceptions and alternatives as to the solution of the problem and to weight which course of action is more directly suited to the problem, considering the resources available.

(5) There is a need for better data-gathering by educators to facilitate decision-making and monitoring system to follow-up and provide feedback on the decisions reached and task assignments.

(6) There are beneficial gains in regard to role relation ships for the principal, the teacher and the specialist to be received through a team effort.

(7) There is more of an opportunity for children to be provided with an individual program suited to their needs through team efforts.

(8) Traditionally, team efforts in education were either crisis-oriented, as was the case conference, esoteric, as was the child-study team, or organizational in nature, as was team teaching -- none of the aforementioned approached the problems of children from a planned, preventative structure rather than a reactive one.

PRACTICUM PROCEDURES

Description of Practicum Procedures

The implementation of the practicum focused upon both process and product in relation to stated objectives. The sequence followed was as follows:

(1) Statement of Objectives of the Intervention Prescriptive Team Approach.

(2) Review of Literature.

(3) Identification of students and grade level - rationale for selection.

(4) Staff responsibilities of members of the Intervention Prescriptive Team.

(5) Calendar for Intervention Prescriptive Team.

(6) Problems which had to be resolved for the Intervention Prescriptive Team function.

(7) Description of the Intervention Prescriptive Team process.

(8) The Record-Keeping System.

(9) Results and recommendations of the Prescriptive Team after the first cycle of intervention - September-October, 1974.

(10) Evaluation component.

Statement of Objectives of Intervention Prescriptive Team Approach

1. To identify students who are achieving below grade level as measured by a standardized test, i.e.: M.A.T.
2. To increase the reading and mathematics achievement of students scoring below grade level.
3. To develop an systematic approach to the use of data and information about a pupil.
4. To develop an information system which enables the team to have the data necessary for decision-making.
5. To encourage new roles in a cooperative environment for all participants where collaborative problem-solving utilizes the expertise and strengths of the participants.
6. To provide for greater involvement in the instructional concerns of the school by the principal and reinforce his role as the instructional leader.
7. To provide for a structure which enables the classroom teacher to utilize the proficiencies of other professionals in a framework which is non-threatening and supportive (i.e.: "it is not just the teacher's problem").
8. To utilize diagnostic feedback about the pupil from a team of professionals to prescribe the appropriate courses of action

-- instructional and otherwise (behavioral, social, peer-relations, health needs. etc.)

9. To provide specific objectives resulting from diagnostic assessments and to evaluate whether these objectives were attained, if not, why not (a reassessment)?

10. To provide a means by which the school staff will diagnose, plan and implement in relation to pupils' problems rather than merely reacting to them.

11. To improve the capability of the team to problem-solve, i.e.: identify the problem, offer alternative perspectives, achieve greater accuracy in analyzing problems requiring social judgments, and exercise greater flexibility in applying resources to solve problems.

12. To develop a feeling of greater commitment of group participants to an action agreed upon by the entire group.

Review of Literature

The review of literature was beneficial to the author in reinforcing the theoretical base for the intervention prescriptive team and in providing incisive insights into the group process.

The author's firm belief in intervention was reinforced and challenged in regard to previous postures relating to team processes. The author's conceptual base relating to organizational behavior and problem-solving group efforts was broadened -- particularly, the case conference, the child-study team and the Problem-Solving School. With the exception of the Problem-Solving School team, all efforts at intervention occurred after the pupil's problem surfaced. On the other hand, all of these team efforts supported and proposed greater structure, purpose of effort, coordination of resources and task responsibility than is found in the day-to-day practice of the similar school professionals, i.e.: teachers, principals, pupil personnel, etc.

The study of group process provided insights into the values and concomitant pitfalls inherent in group interaction. This proved invaluable in structuring the intervention conferences so that there could be a free exchange of perceptions, recommendations and challenges to prescriptions. The process evaluation of the prescriptive conferences will report the sense of a representative group of professionals who participated in the process as well as how the prescriptive team functioned after the conferences.

A major problem that this writer found was the sparsity of coverage in the journals and the literature on the intervention prescriptive team concept. To overcome this deficiency, subtopics under the heading of intervention prescriptive team were explored and found rewarding even though limited in frequency of coverage in the journals -- i.e.: use of teams in education, problem-solving -- both theoretical and in education, group process, information systems and studies on role analysis of school personnel.

Identification of Students and Grade Level - Rationale for Selection

The schools which served as the target schools for the practicum were the two primary schools in the District -- Juniper Hill and Highview. The intervention program was implemented at both primary schools, grades 1 through 3. The primary grades, 1 through 3, were selected because these were the grade levels where a pilot effort had been made the previous year, and where the intervention program had existed in its most finite and pure form. The third grade was specifically selected as the focus for the evaluative base.

Since the Metropolitan Achievement Test is not given in the first grade, it would have been impossible to have any comparison of academic growth between the end of the first grade and the conclusion of the second grade. The first basis for comparison exists between the time a pupil leaves the second grade and completes the third level. This reasoning led to the selection of the third grade level and using the second grade achievement scores as baseline data.

The students who were selected had been diagnosed as (1) severe underachievers functioning in either mathematics and/or reading at one or more grades below grade level, as measured by a standardized test, the M.A.T.; and (2) those students underachieving at less than one grade level below their grade level in mathematics and/or reading when assessed by a standardized test, the M.A.T.

The number of children in the third grade in both categories at each school are:

	More than One Grade Level Below Grade	Less than One Grade Level Below Grade
Juniper Hill	10	14
Highview	12	17
Sub-Total	22	31

Total: 53 pupils

Staff Responsibilities of Members of the Intervention Prescriptive Team

1. Classroom Teacher - responsible for the instruction and supervision of 25 children in a self-contained classroom.
2. Teacher Assistant - half-time assistant who works with the teacher reinforcing instruction under the direction and supervision of the teacher.
3. Reading Specialists - diagnoses reading competency of pupils, recommends appropriate reading level resources, and instructs teachers and pupils in reading techniques.
4. Reading Facilitator - coordinates reading program so that reading specialists meet objectives of the language arts program at the elementary level.
5. Mathematics Facilitator - coordinates mathematics curriculum at elementary level (five schools), develops a systems approach to mathematics record-keeping for teachers, and teaches teachers how to teach mathematics.
6. Psychologist - responsible for individual and group testing, liaison to mental health resources in the community, and provides pupil, teacher and parent counselling.
7. Speech Therapist - diagnoses speech proficiency of pupils and provides speech therapy to pupils according to need.

8. School Nurse - provides basic health services in the form of liaison between parent and school and interprets health needs and care to pupils, parents and staff.
9. Home-School Counselor - provides liaison between the school and home and communicates with community agencies concerned with the welfare of children.
10. Learning Disabilities Teacher - provides specialized remediation in the form of tutoring students who were diagnosed with perceptual deficiencies.
11. Building Principal - responsible for the curriculum, instructional program, supervision of staff and students.

Calendar for Intervention Prescriptive Team

SEPTEMBER	◇ ↔	I.P. Team meets Diagnosis Shared with them Task Assignments
OCTOBER		
NOVEMBER		Prescriptions Implemented By Teacher and Specialists
DECEMBER		
JANUARY	◇	Mid-Year I.P. Team Assessment Prescriptions - Retain, Revise, Eliminate, Substitute - Progress Reports
FEBRUARY		
MARCH		Continued Implementation of Mid-Year Prescriptions by Teachers and Specialists
APRIL		
MAY	◇	End of Year I.P. Team Meeting - MATs Reports Teacher Assessments Specialists Assessments Decisions re Individual Pupils for 75-76
JUNE		

◇ - Calendar references when decisions are to be made by the I.P. Team.

Problems which had to be resolved for the Intervention Prescriptive Team to function

Public schools' programs represent an orderly progression of dates, schedules and events. The changing of a sequence can produce a traumatic effect upon staff. The problem facing administration was how to implement the intervention program without a principal and/or teacher feeling that they had been deprived of pupil personnel services. At the beginning of a school year, there is always a great demand for diagnostic evaluations by pupil personnel specialists for designated pupils. The problem of time and personnel availability had to be resolved before the intervention program could be implemented.

Before the opening of school, the Administrative Council (which serves as a Cabinet to the Superintendent) adopted the following recommendations:

(1) The pupil personnel staff assigned to the primary grades on a shared basis (i.e.: so many days a week at a specific school) would spend the time that is necessary to complete the first phase of the intervention cycle.

(2) The P.P.S. team would begin at Juniper Hill and under

the aegis of the principal meet with each teacher for an intervention prescriptive conference. After the completion of this effort at Juniper Hill, the P.P.S. team will go to Highview School and would repeat the first phase of the intervention cycle.

(3) Teachers would be released from the classroom to meet with the intervention team.

(4) The principal would always be present to chair the intervention team meetings.

This was a reordering of priorities which was communicated to each staff through their respective principal. The lack of staff availability before the opening of school and calendar constrictions made it impossible to allow for the normal procedures of first receiving staff input before arriving at an administrative decision.

Description of the Intervention Prescriptive Team Process

The annual cycle for the prescriptive team calls for a meeting in September for diagnostic results and prescriptions, a mid-year meeting by January or February to assess the validity of the prescriptions and to change, terminate and/or to extend the prescription, and a May or early June meeting to assess the degree of progress of the pupil and to make recommendations for the next school year for that student.

The team met in September of the school year under the aegis of the building principal. The members of the team who were assigned to more than one school plan on spending at least a minimum of one week at a school for this purpose. When this was done for the first time in September of 1974, the primary specialists spent from one to two weeks at each school.

The participants brought to the team meeting information that they felt would be relevant in assessing where a pupil was academically, socially, emotionally and physically. The teacher may have brought classroom samples of pupil work, test results (teacher-made and standardized), anecdotal records, and reading and mathematics data to share with the team. The reading specialists provided information as to the child's strengths and weaknesses based upon assessments of a diagnostic nature focusing upon visual and auditory perceptions, word recognition, phonics and book level. The mathematics facilitator shared with the group the child's placement in mathematics achievement and areas of needed improvement.

The learning disabilities teacher brought to the discussion another perspective -- the possible or real physiological causes that she has observed. The conditions at the pupil's home and in the child's neighborhood were assessed by the home-school counselor. The school nurse discussed the pupil's health history and its relationship to the academic and social standing of the pupil. The speech therapist contributed as the need arose and, particularly, if there was or could be a speech problem which was affecting the child's academic progress.

The meeting was chaired by the principal whose responsibility was to keep the team focused upon its task. To encourage full participation and contribution he elicited contributions from necessary members of the team at the appropriate time. The principal's role was a critical one since he/she was the team leader, yet he/she had to keep his authority status at a low profile to encourage meaningful participation. There are times when he/she permitted a team member to "take over" the meeting if the principal senses this is a proper direction. A sensitivity to the individual and the group required a tightrope walk at all times by the principal. The knowledge that use of the principal's status to "get things done" would not encourage the quality of the result always tempered this inclination.

A form was developed to facilitate the needed record-keeping so that a record was kept as to which member of the team would be discharging what responsibility. Determinations of what action should be taken followed discussions of why a child behaved or performed in the manner he/she did. The recognition that there can be multiple causations or even one that was not identified by the team always served as a checks and balance system against assuming cause-effect relationships.

During the period between September and the mid-year assessment, there were a number of interactions between the specialists, the principal and the classroom teacher. If it was discovered that a prescription was not effective, changes were made "in the field." Team members recognized the danger of the continuation of an instructional strategy that was not effective causing greater frustration on the part of both the teacher and the pupil. Team members never felt that what "worked" for one child would do as well for another and avoided that approach. Instead, there was a serious effort at "tailoring" the instructional strategy, techniques, resources and learning modality to meet the needs of the individual child and change them as the need arose.

The mid-year meeting of the intervention prescriptive team consisted of the same participants at the first meeting. Reports were given by those who had been actively involved in the instructional efforts for the child, directly and indirectly. Again, the information was assessed and determinations were made whether or not to continue the course of action that was being implemented or make alterations. Decisions of this type were based upon the degree of progress the pupil had exhibited under this program.

The end-of-the-year evaluation by the prescriptive team served as the base for the team's determination as to whether or not the pupil needs require prescription by the team for the next school year. This final assessment was not final in the sense that recycling may and probably would take place for the more dysfunctioning pupil who still needed the support that the structure of the prescriptive team offers.

The Record-Keeping System

School systems have a plethora of records describing and recording data about children. Examples of these are found in the cumulative record folder which "follows" the child from grade to grade and is the official record of the school for that child. In addition, there are (1) health records; (2) attendance records kept each year; (3) guidance records at the secondary level; (4) psychological records which are confidential and available to the parent by request with a pupil personnel staff person present; and (5) the permanent record -- which is the record or transcript which is sent to colleges and prospective employers for graduates from the high school.

Information is of value when it is readily accessible, is contemporary in its reportage, and can be interpreted properly by a specialist (if said information is specialized in nature), and, finally, information is a necessary ingredient for decision-making. The recognition of the above values that are associated with an information system prompted the need to provide the intervention team with a record-keeping system that supported the objectives for the intervention program.

Record-keeping systems were being developed by the reading and mathematics facilitators and their needs, and that of the intervention program, merged. In addition to providing a systematic way of recording the diagnostic and prescriptive data for all children, the record-keeping systems for mathematics and for reading complemented the focus of the intervention program. In addition, forms were developed to document the prescriptive team conferences so that there would be a record of the data presented and pertinent notations and recommendations.

The Intervention Team Form

This form provided for the name of the teacher, the grade level, the name of the student, the race and sex of the child, the last recorded M.A.T. scores for mathematics and reading, whether the child was a new entrant or enrolled in the district's English is a Second Language program, a notation as to whether there were social and/or emotional problems, and whether or not the child had been retained at any grade level.

The intervention portion of the form indicated what type of intervention, if any, (in the form of support services) the pupil was receiving at the time of the intervention, whether or not this should continue or should there be an alternate form of "treatment" attempted. In addition, there was a record of any physical handicap and corrective treatment or action needed. Finally, a column to identify whether the pupil was a foster child or an aid to dependent child whose parents were receiving "welfare assistance."

STUDENT ID. NO.	INTERVENTION		DIAG./PRESCRIPTIVE
	IN	OUT	
1	BOCES, PPS, Speech	Burke	Continue BOCES, Send for Burke record
2	BOCES		Continue BOCES
3.	Psych., BOCES		Continue BOCES
4	BOCES		Discontinue BOCES
5	BOCES		Discontinue BOCES
6			
7			
8	BOCES		Discontinue BOCES
9	BOCES		Continue BOCES
10	BOCES		Continue BOCES, Psych. Evaluation
11	BOCES		Continue BOCES, Psych. Evaluation
12	BOCES, Psych.Eval		Continue BOCES
13	BOCES	Burke	Continue BOCES
14	BOCES		Continue BOCES
15	BOCES		Continue BOCES
16	BOCES		Continue BOCES
17	BOCES, Psych.		Continue BOCES
18			

JUNIPER HILL SCHOOL

ION OUT	DIAG./PRESCRIPTIVE	PHYS. HANDICAP	FOSTER A.D.C.
Burke	Continue BOCES, Send for Burke record		x
	Continue BOCES		
	Continue BOCES	Hyper-Kinetic, Med.	
	Discontinue BOCES		
	Discontinue BOCES		
	Discontinue BOCES		
	Continue BOCES	Needs glasses	
	Continue BOCES, Psych. Evaluation		
	Continue BOCES, Psych. Evaluation		
	Continue BOCES		
Burke	Continue BOCES		
	Continue BOCES		
	Continue BOCES		
	Continue BOCES		
	Continue BOCES		

JUNIPER HILL SCHOOL

WHITE		BLACK		OTHER		NAT. SCORES		NEW ENTRANT	ESL	SOCIAL/ EMOTIONAL	RETENTION
G	B	G	B	G	B	RDG.	MATH				
		x									In 1st
			x								In 1st
			x								
		x									
x											
	x									x	
x										x	
x										x	
			x								
	x										
			x								In 1st
			x								In 1st
		x								x	In K
		x									
	x									x	
			x								
		x									
	x										

JUNIPER HILL SCHOOL

TEACHER/GRADE	STUDENT ID. NO.	WHITE		BLACK		OTHER		MAT. SCORES		NEW ENTRANT	ESL	SOCIAL/ EMOTIONAL
		G	B	G	B	G	B	RDG.	MATH			
1st- COOLEY	1			x								
"	2				x							
"	3				x							
"	4			x								
"	5	x										
"	6		x									x
"	7	x										x
"	8	x										x
1st- GARTMAN	9				x							
"	10		x									
"	11				x							
"	12				x							
1st- GONSKY	13			x								x
"	14			x								
"	15		x									x
	16				x							
"	17			x								
"	18		x									

JUNIPER HILL SCHOOL

WHITE		BLACK		OTHER		MAT. SCORES		NEW ENTRANT	ESL	SOCIAL/ EMOTIONAL	RETENTION
G	B	G	B	G	B	RDG.	MATH				
			X								In 1st
	X										In 1st
			X								
			X								
		X									
		X									
	X										
	X										
				X					X		
			X								
			X								
	X										
	X										In 1st
	X										
			X								
		X									In 1st
X								X			
		X								X	
		X								X	

JUNIPER HILL SCHOOL

EACHER/GRADE	STUDENT ID. NO.	WHITE		BLACK		OTHER		MAT. SCORES		ENTRANT	ESL	SOCIAL/ EMOTIONA
		G	B	G	B	G	B	RDG.	MATH			
1st- MILLER	19				X							
"	20		X									
"	21				X							
"	22				X							
"	23			X								
"	24			X								
"	25		X									
"	26		X									
"	27					X					X	
1st- MERKEL	28				X							
"	29				X							
"	30		X									
"	31		X									
"	32		X									
"	33				X							
"	34			X								
"	35	X								X		
"	36			X								X
"	37			X								X

JUNIPER HILL SCHOOL

TION

OUT	DI[illegible]CRIPTIVE	PHYS. HANDICAP	FOSTER A.D.C.
	Continue BOCES		
	Continue BOCES, Psych. Evaluation		
	Continue BOCES, Psych. Evaluation		
	Continue BOCES		
	Continue BOCES		
	Developmental		
	Continue BOCES		
	Shadow Child; BOCES	Allergies, on Med.	
	Continue BOCES		
	Continue BOCES		
	Continue BOCES		
	Continue BOCES		
	Continue BOCES		
	Psychological Test		
	Continue BOCES		
	BOCES Screening		
	Parent-Psychologist Conference	Allergies	

JUNIPER HILL SCHOOL

STUDENT ID. NO.	INTERVENTION IN	OUT	DI[illegible]CRIPTIVE
19	BOCES		Continue [illegible]ES
20	BOCES		Continue BOCES, Psych. Evaluation
21	BOCES		Continue BOCES, Psych. Evaluation
22	BOCES		Continue BOCES
23	BOCES		Continue BOCES
24			Developmental
25	BOCES		Continue BOCES
26			Shadow Child; BOCES
27			
28	BOCES		Continue BOCES
29	BOCES		Continue BOCES
30	BOCES		Continue BOCES
31	BOCES		Continue BOCES
32	BOCES		Continue BOCES
33	BOCES		Psychological Test
34	BOCES		Continue BOCES
35			BOCES Screening
36			Parent-Psychologist Conference
37			

JUNIPER HILL SCHOOL

WHITE		BLACK		OTHER		MAT. SCORES		ENTRANT	ESL	SOCIAL/ EMOTIONAL	RETENTION
G	B	G	B	G	B	RDG.	MATH				
		X									
			X								
			X								
			X								
	X										
	X										In 1st
			X							Chronic Absence	
	X							X			
				X				X	X		
			X								
	X							X			
										X	
	X									X	
		X						X			
		X									
										Early entry into Kdg.	
			X								
			X							Absences	
			X								
				X					X		

JUNIPER HILL SCHOOL

ACHER/GRADE	STUDENT ID. NO.	WHITE		BLACK		OTHER		MAT. SCORES		NTRANT	ESL	SOCIAL/ EMOTIONA
		G	B	G	B	G		RDG.	MATH			
st- STEMER	38			x								
"	39				x							
"	40				x							
"	41				x							
"	42		x									
st- BROMFIELD	43		x									
"	44				x							Chronic Abs
"	45		x							x		
"	46					x				x	x	
"	47				x							
st- ZIEGLER	48		x							x		
"	49	x										x
"	50		x									x
"	51			x						x		
"	52			x								
"	53	x										Early entr
"	54				x							
"	55				x							Absences
"	56				x							
"	57					x					x	

NTION			
OUT	DI[illegible]CRIPTIVE	PHYS. HANDICAP	FOSTER A.D.C.
	Discontinue BOCES		
	Continue BOCES	Needs glasses	
	Continue BOCES	Check vision	
	Continue BOCES		
	Developmental		
	BOCES Screening		
		Needs glasses	
	BOCES Screening		
	Psychological Evaluation		
tr. Prev., Psych.	Continue BOCES		
	BOCES Screening		
	BOCES Screening, PPS		
	Discontinue BOCES		
	Continue BOCES		
	Continue BOCES		

STUDENT ID. NO.	INTERVENTION		DI[illegible]CRIPTIVE
	IN	OUT	
38	BOCES		Discontinue BOCES
39	BOCES		Continue BOCES
40	BOCES		Continue BOCES
41	BOCES		Continue BOCES
42			
43			Developmental
44			
45			BOCES Screening
46			
47			
48			BOCES Screening
49			Psychological Evaluation
50	BOCES	Ctr. Prev., Psych.	Continue BOCES
51			BOCES Screening
52			BOCES Screening, PPS
53			
54	BOCES		Discontinue BOCES
55	BOCES, PPS, Speech		Continue BOCES
56	BOCES		Continue BOCES
57			

TEACHER/GRADE	STUDENT ID. NO.	WHITE		BLACK		OTH		MAT. SCORES		NEW ENTRA	ESL	SOCIAL/ EMOTIONAL	RETENTION
		G	B	G	B	G		RDG.	MATH				
1st- BROWNSTEIN	58				x							x	Considered Kd
"	59	x										x	
"	60				x							Absences	
"	61			x									
"	62	x											
"	63	x								x			
2nd- FABLE	64		x									x	
"	65						x				x		
"	66						x				x		
"	67		x										In 1st
"	68		x									x	
"	69					x							
"	70			x								x	
"	71		x										
2nd- MURTON	72		x							x		x	
"	73				x							x	
"	74		x									x	
"	75			x								x	
"	76			x								x	
"	77					x							Trans. to 3rd New Rochelle
"	78			x								x	

JUNIPER HILL SCHOOL

TEACHER/GRADE	STUDENT ID. NO.	WHITE		BLACK		OTH		MAT. SCORES		NEW ENTRANT	ESL	SOCIAL/ EMOTIONAL
		G	B	G	B	G		RDG.	MATH			
1st- BROWNSTEIN	58				x							x
"	59	x										x
"	60				x							Absences
"	61			x								
"	62	x										
"	63	x								x		
2nd- FABLE	64		x									x
"	65						x				x	
"	66						x				x	
"	67		x									
"	68		x									x
"	69					x						
"	70			x								x
"	71		x									
2nd- MURTON	72		x							x		x
"	73				x							x
"	74		x									x
"	75			x								x
"	76			x								x
"	77					x						
"	78			x								x

JUNIPER HILL SCHOOL

STUDENT ID. NO.	INTERVENTION IN	INTERVENTION OUT	DIAG./PRESCRIPTIVE	PHYS. HANDICAP	FOSTER A.D.C.
58	PPS, BOCES		Continue BOCES		
59		Burke		Delayed Eye Surgery	
60					
61	BOCES		Continue BOCES		
62	PPS, Speech				
63					
64	PPS	Therapy	Supportive PPS		
65					
66					
67			BI-LING., BOCES Screening; Speech PPS, Low		
68	PPS		PPS		
69			Language Development		
70			Low Rdg, Math; BOCES Screening		
71					
72			Low Reading		
73	PPS		Low Achievement		
74	PPS		Supportive; Bring Mother in; Check Health	Wears glasses	
75			Low Reading, Math; Absences		
76					
77			PPS, Accereration		
78			Low Academic; check health record, eye problem; see BOCES tutor		

JUNIPER HILL SCHOOL

STUDENT ID. NO.	INTERVENTION IN	INTERVENTION OUT	DIAG./PRESCRIPTIVE	PHYS. HANDICAP
58	PPS, BOCES		Continue BOCES	
59		Burke		Delayed Eye Surgery
60				
61	BOCES		Continue BOCES	
62	PPS, Speech			
63				
64	PPS	Therapy	Supportive PPS	
65				
66				
67			BI-LING., BOCES Screening; Speech PPS, Low	
68	PPS		PPS	
69			Language Development	
70			Low Rdg, Math; BOCES Screening	
71				
72			Low Reading	
73	PPS		Low Achievement	
74	PPS		Supportive; Bring Mother in; Check Health	Wears glasses
75			Low Reading, Math; Absences	
76				
77			PPS, Accereration	
78			Low Academic; check health record, eye problem; see BOCES tutor	

TEACHER/GRADE	STUDENT ID. NO.	WHITE		BLACK		OTHER		MAT. SCORES		NEW ENTRANT	ESL	SOCIAL/ EMOTIONAL	RETENTION
		G	B	G	B	G	B	RDG.	MATH				
2nd- GOLDBERG	79		x							x			
"	80				x								In 1st
"	81		x										
"	82				x								
"	83	x											In 2nd
"	84	x										x	
"	85			x								x	
"	86			x									
2nd- THOMAS	87				x							x	
"	88					x					x		
"	89			x									
"	90			x									
"	91				x								
"	92		x										
"	93						x						
2nd- McGOWAN	94		x									x	
"	95		x										
"	96						x				x		
"	97					x					x		
"	98		x									x	In Kdg.
"	99				x								In 1st

JUNIPER HILL SCHOOL

TEACHER/GRADE	STUDENT ID. NO.	WHITE		BLACK		OTHER		MAT. SCORES		NEW ENTRANT	ESL	SOCIAL/ EMOTIONAL
		G	B	G	B	G	B	RDG.	MATH			
2nd- GOLDBERG	79		x							x		
"	80				x							
"	81		x									
"	82				x							
"	83	x										
"	84	x										x
"	85			x								x
"	86			x								
2nd- THOMAS	87				x							x
"	88					x					x	
"	89			x								
"	90			x								
"	91				x							
"	92		x									
"	93						x					
2nd- McGOWAN	94		x									x
"	95		x									
"	96						x				x	
"	97					x					x	
"	98		x									x
"	99				x							

JUNIPER HILL SCHOOL

STUDENT I.D. NO.	INTERVENTION IN	INTERVENTION OUT	DIAG./PRESCRIPTIVE	PHYS. HANDICAP	FOSTER A.D.C.
79			[illegible] records		
80	PPS, BOCES		Low achievement, contact Mother		
81		Therapy	Low Rdg; Do PPS work-up		
82			Slow learner		
83	PPS	Tutor	LD Math Problem, check vision		
84			Low reader		
85	BOCES Tutor		Slow worker		
86					
87	PPS	Abbot House	Was on medication		
88					
89			Low achievement; late entrant from W. Indies		
90			Low reading		
91					
92					
93					
94			Visual/motor; stutter; PPA		
95	BOCES; PPS		Continue BOCES; Low Math and reading		
96					
97					
98			BOCES tutor; PPS work-up		
99			Low achievement; BOCES tutor; PPS		

JUNIPER HILL SCHOOL

STUDENT D. NO.	INTERVENTION		DIAG./PRESCRIPTIVE	PHYS. HANDICAP
	IN	OUT		
79			[illegible] records	
80	PPS, BOCES		Low achievement, contact Mother	
81		Therapy	Low Rdg; Do PPS work-up	
82			Slow learner	
83	PPS	Tutor	LD Math Problem, check vision	
84			Low reader	
85	BOCES Tutor		Slow worker	
86				
87	PPS	Abbot House	Was on medication	
88				
89			Low achievement; late entrant from W. Indies	
90			Low reading	
91				
92				
93				
94			Visual/motor; stutter; PPA	
95	BOCES; PPS		Continue BOCES; Low Math and reading	
96				
97				
98			BOCES tutor; PPS work-up	
99			Low achievement; BOCES tutor; PPS	

TEACHER/GRADE	ID. NO.	WHITE		BLACK		OTHER		SCORES		ENTRANT	ESL	EMOTIONAL	RETENTION
		G	B	G	B	G	B		MATH				
2nd- McGOWAN	100			x									
"	101			x								x	
"	102	x										x	
"	103		x										
3rd- STERNBERG	104	x						2.0	2.6				In 3rd
"	105	x								x			
"	106			x				1.7	2.3			x	Suggested 1 and
"	107		x					1.7	2.4				
"	108				x			1.5	1.8				
"	109		x									x	
"	110						x	2.3	2.4				
"	111		x					3.3	3.9			x	
"	112			x				2.0	2.0	x		x	
"	113				x			2.9	2.6				
rd- DARKENWALD	114		x					1.6	2.3			x	In K
"	115	x						2.9	2.5	x		x	
"	116		x					2.9	2.8			x	
"	117		x					2.4	2.4			x	
"	118			x				3.6	3.8			Absences	
"	119		x									x-Hyper	
"	120	x								x			

JUNIPER HILL SCHOOL

TEACHER/GRADE	ID. NO.	WHITE		BLACK		OTHER		SCORES		NEW ENTRANT	ESL	SOCIAL/ EMOTIONAL
		G	B	G	B	G	B		MATH			
2nd- McGOWAN	100			x								
"	101			x								x
"	102	x										x
"	103		x									
3rd- STERNBERG	104	x						2.0	2.6			
"	105	x								x		
"	106			x				1.7	2.3			x
"	107		x					1.7	2.4			
"	108				x			1.5	1.8			
"	109		x									x
"	110						x	2.3	2.4			
"	111		x					3.3	3.9			x
"	112			x				2.0	2.0	x		x
"	113				x			2.9	2.6			
rd- DARKENWALD	114		x					1.6	2.3			x
"	115	x						2.9	2.5	x		x
"	116		x					2.9	2.8			x
"	117		x					2.4	2.4			x
"	118			x				3.6	3.8			Absences
"	119		x									x-Hyper
"	120	x								x		

JUNIPER HILL SCHOOL

STUDENT	INTERVENTION			PHYS.	FOSTER
ID. NO.	IN	OUT	DIAG./PRESCRI[illegible]E	HANDICAP	A.D.C.
100			Work-up; Low read[illegible]		
101					
102					
103					
104	PPS	X	Dyslexic		
105					
106	PPS	Dr. Ries	Multiple Handicap	Retain	
107		Burke Tutor	Learning Disabilities	He[illegible]ing, Speech	
108	Tutoring Pool				
109		Therapy			
110			Low Reading		
111	PPs				
112			Conceptualization		
113					
114	PPS	Burke Rx	Multiple Handicap	x	
115		St. Agnes, Therapy		x	
116			[illegible]an, Burke, Fountain Valley		
117	Speech, PPS				
118					
119			Hyperactive		
120					

JUNIPER HILL SCHOOL

STUDENT ID. NO.	INTERVENTION IN	INTERVENTION OUT	DIAG./PRESCRI	PHYS. HANDICAP
100			Work-up; Low read	
101				
102				
103				
104	PPS	X	Dyslexic	
105				
106	PPS	Dr. Ries	Multiple Handicap	Retain
107		Burke Tutor	Learning Disabilities	Hearing. Speech
108	Tutoring Pool			
109		Therapy		
110			Low Reading	
111	PPs			
112			Conceptualization	
113				
114	PPS	Burke Rx	Multiple Handicap	x
115		St. Agnes, Therapy	CP	x
116			Goodman, Burke, Fountain Valley	
117	Speech, PPS			
118				
119			Hyperactive	
120				

JUNIPER HILL SCHOOL

TEACHER/GRADE	STUDENT ID. NO.	WHITE		BLACK		OTHER		MAT. SCORES		NEW ENTRANT	ESL	SOCIAL/ EMOTIONAL	RETENTION
		G	B	G	B	G	B	RDG.	MATH				
3rd- DARKENWALD	121	x						2.9	2.8			x	
3rd- THOMPSON	122		x							x			Parochial in 1st
"	123						x			x			
"	124		x					1.7	2.5				
"	125				x								
"	126						x	3.6	3.0				
"	127				x			1.1	2.4			Absences	
"	128			x				2.5	2.0				In 3rd
"	129			x				2.3	2.4			x	
3rd- GREENE	130	x						1.5	2.3				
"	131		x					2.9	3.1			x	
"	132		x					2.2	3.2				In 3rd
"	133				x			2.5	1.9			x	
"	134		x					3.0	2.9			x	
"	135				x			1.9	2.7				
"	136		x					2.8	3.3				
"	137		x					2.6	2.9			x	
3rd- PULLIAM	138		x					3.6	4.2			x	
"	139				x			1.3	2.4			x	
"	140				x			1.8	2.3				
"	141				x			2.1	2.7				

TEACHER/GRADE	STUDENT ID. NO.	WHITE		BLACK		OTHER		MAT. SCORES		NEW ENTRANT	ESL	SOCIAL/ EMOTIONAL
		G	B	G	B	G	B	RDG.	MATH			
3rd- DARKENWALD	121	x						2.9	2.8			x
3rd- THOMPSON	122		x							x		
"	123						x			x		
"	124		x					1.7	2.5			
"	125				x							
"	126						x	3.6	3.0			
"	127				x			1.1	2.4			Absences
"	128			x				2.5	2.0			
"	129			x				2.3	2.4			x
3rd- GREENE	130	x						1.5	2.3			
"	131		x					2.9	3.1			x
"	132		x					2.2	3.2			
"	133				x			2.5	1.9			x
"	134		x					3.0	2.9			x
"	135				x			1.9	2.7			
"	136		x					2.8	3.3			
"	137		x					2.6	2.9			x
3rd- PULLIAM	138		x					3.6	4.2			x
"	139				x			1.3	2.4			x
"	140				x			1.8	2.3			
"	141				x			2.1	2.7			

JUNIPER HILL SCHOOL

STUDENT ID. NO.	INTERVENTION		DIAG./PRESCRIPTIVE	PHYS. HANDICAP	FOSTER A.D.C.
	IN	OUT			
121			Low Academic		
122			Learning Disability- Reading	Vision, Focus	
123					
124	PPS, BOCES, Speech	Tutor	Learning Disability		
125	PPS	Burke	Ret. Math Diag.		x
126	PPS				
127	PPS		PPS		
128	PPS		PPS		
129			PPS Work-up		
130			Speech/Perception	Vision	
131	PPS	Therapy	Emotional Support		
132	PPS		Language DysF.; PPS Work-up		
133	PPS				
134			PPS referral		
135	PPS		Delayed school entrance		
136			Skill problems		
137			Low achiever; passive		
138					
139	PPS	Tutor pool	Speech, Achievement, PPS Work-up		
140			Low Reading		
141			Underach. Math Diag., High Potential, Goodman, Burke		

JUNIPER HILL SCHOOL

STUDENT ID. NO.	INTERVENTION IN	INTERVENTION OUT	DIAG./PRESCRIPTIVE	PHYS. HANDICAP
121			Low Academic	
122			Learning Disability- Reading	Vision, Focus
123				
124	PPS, BOCES, Speech	Tutor	Learning Disability	
125	PPS	Burke	Ret. Math Diag.	
126	PPS			
127	PPS		PPS	
128	PPS		PPS	
129			PPS Work-up	
130			Speech/Perception	Vision
131	PPS	Therapy	Emotional Support	
132	PPS		Language DysF.; PPS Work-up	
133	PPS			
134			PPS referral	
135	PPS		Delayed school entrance	
136			Skill problems	
137			Low achiever; passive	
138				
139	PPS	Tutor pool	Speech, Achievement, PPS Work-up	
140			Low Reading	
141			Underach. Math Diag., High Potential, Goodman, Burke	

CHER/GRADE	STUDENT ID. NO.	WHITE		BLACK		OTHER		AT. SCORES		ENTRANT	ESL	EMOTIONAL	RETENTION
		G	B	G	B	G	B	DG.	MATH				
PULLIAM	142	x						2.3	2.2				Considered for ret.
"	143			x				2.3	2.5				
"	144		x					6.9	3.5			x	
"	145			x				2.1	2.0				
"	146	x						2.1	3.0				

CHER/GRADE	STUDENT ID. NO.	WHITE		BLACK		OTHER		AT. SCORES		ENTRANT	ESL	EMOTIONAL	RETEN
		G	B	G	B	G	B	DG.	MATH				
PULLIAM	142	x						2.3	2.2				Consid
"	143			x				2.3	2.5				
"	144		x					6.9	3.5			x	
"	145			x				2.1	2.0				
"	146	x						2.1	3.0				

TUDENT D. NO.	INTERVENTION IN	INTERVENTION OUT	DIAG./PRESCRIPTIVE	PHYS. HANDICAP	FOSTER A.D.C.
142			Below grade level		
143			W.J.C.S.		
144	PPS		Speech		
145			Underachiever		x
146			Eye problem; have mother in; Dr. Goodman, Burke		

JUNIPER HILL SCHOOL

TUDENT D. NO.	INTERVENTION		DIAG./PRESCRIPTIVE	PHYS. HANDICAP
	IN	OUT		
142			Below grade level	
143			W.J.C.S.	
144	PPS		Speech	
145			Underachiever	
146			Eye problem; have mother in; Dr. Goodman, Burke	

TEACHER/GRADE	ID. NO.	WHITE		BLACK		OTHER		MAT. SCORES		ENTRANT	ESL	EMOTIONAL	RETENTION
		G	B	G	B	G	B	RDG.	MATH				
1st- BROOKS	147	x										Day too long Hostile, agressive	
"	148				x								
"	149			x									
"	150				x							x	In 1st
"	151			x								Passive, withdrawn	In 1st
1st- CAHILL	152			x									
"	153		x										
"	154				x							Poor self-image, Very concerned.	
"	155				x							Aggressive	In Kdg.
"	156			x								Immature	
"	157						x				x		
"	158		x									Masturbates	
"	159		x									Anxious child	
"	160		x										In 1st, at parent req
"	161				x							Immature	In Kdg.
"	162					x							
1st- ERICKSON	163						x				x		
"	164					x					x		
"	165					x					Borderline x		
"	166		x								Italian no Eng		
"	167		x									Immature	

HIGHVIEW SCHOOL

TEACHER/GRADE	ID. NO.	WHITE		BLACK		OTHER		MAT. SCORES		ENTRANT	ESL	EMOTIONAL	RET
		G	B	G	B	G	B	RDG.	MATH				
1st- BROOKS	147	x										Day too long Hostile, agressive	
"	148				x								
"	149			x									
"	150				x							x	
"	151			x								Passive, withdrawn	
1st- CAHILL	152			x									
"	153		x										
"	154				x							Poor self-image, Very concerned.	
"	155				x							Aggressive	
"	156			x								Immature	
"	157						x				x		
"	158		x									Masturbates	
"	159		x									Anxious child	
"	160		x										
"	161				x							Immature	
"	162					x							
1st- ERICKSON	163						x				x		
"	164					x					x		
"	165					x					Borderline x		
"	166		x								Italian no Eng.		
"	167		x									Immature	

HIGHVIEW SCHOOL

ID. NO.	INTERVENTION IN	OUT	DIAG./PRESCRIPTIVE	PHYS. HANDICAP	FOSTER A.D.C.
147	BOCES-perc. Reading		PPS		
148	BOCES-perc.		BOCES Screening, Visual-Motor Prob. Nurse-Vision, Reading, PPS		
149	BOCES-perc., Rdg.		Structured concrete Indiv. Prog. PPS, Reading		
150	BOCES-perc., Spch.		BOCES Screening, Speech, PPS		
151			Language problem - Speech, Reading		
152			Reversals, Reading, Nurse	eye condition	
153			Very bright, needs enrichment Reading		
154			PPS - to confer with parent		
155	BOCES		Reading, language needs, BOCES, screening math, Nurse-attendance, problem, speech		
156			Speech, reading, language		
157			Vocabulary development, reading		
158			Reversals, PPS, Reading, Nurse		
159			Parent conflict PPS (?)		
160	Speech BOCES, Rdg.		PPS, Speech		
161	BOCES		Gross motor, Math-reading, BOCES		
162	BOCES		Lang. development, Reading, Speech, BOCES		
163					
164					
165					
166					
167			Premature - shy, withdrawn Needs 1 to 1		

HIGHVIEW SCHOOL

STUDENT I.D. NO.	INTERVENTION IN	OUT	DIAG./PRESCRIPTIVE	PHYS. HANDICAP
147	BOCES-perc. Reading		PPS	
148	BOCES-perc.		BOCES Screening, Visual-Motor Prob. Nurse-Vision, Reading, PPS	
149	BOCES-perc., Rdg.		Structured concrete Indiv. Prog. PPS, Reading	
150	BOCES-perc., Spch.		BOCES Screening, Speech, PPS	
151			Language problem - Speech, Reading	
152			Reversals, Reading, Nurse	eye condition
153			Very bright, needs enrichment Reading	
154			PPS - to confer with parent	
155	BOCES		Reading, language needs, BOCES, screening math, Nurse-attendance, problem, speech	
156			Speech, reading, language	
157			Vocabulary development, reading	
158			Reversals, PPS, Reading, Nurse	
159			Parent conflict PPS (?)	
160	Speech BOCES, Rdg.		PPS, Speech	
161	BOCES		Gross motor, Math-reading, BOCES	
162	BOCES		Lang. development, Reading, Speech, BOCES	
163				
164				
165				
166				
167			Premature - shy, withdrawn Needs 1 to 1	

HIGHVIEW SCHOOL

TEACHER/GRADE	STUDENT ID. NO.	WHITE		BLACK		OTHER		SCORES		NEW ENTRANT	ESL	SOCIAL/ EMOTIONAL	RETENTION
		G	B	G	B	G	B	[illegible]	MATH				
1st- ERICKSON	168		x										
"	169				x							Aggressive	
"	170		x									Shy, timid	
"	171	x										Follower, immature	
"	172	x										Watch-Psycho. family poor	
"	173			x								Disruptive	
1st- KELLER	174						x				x		
"	175			x								Tunes out	
"	176		x									Has problems at home	
"	177				x							Emot. probs. due to fam. probs.	
"	178				x					Kdg. in Miss.			In 1st
"	179			x								Moody, negative, Hard to turn on	
"	180		x										In Kdg.
1st- SCHILLER	181	x										Anxiety, Moody	
"	182				x							Immature	
"	183				x								
"	184			x								Negative attitude	
"	185		x										
"	186					x							
"	187		x									Very active	

HIGHVIEW SCHOOL

TEACHER/GRADE	STUDENT ID. NO.	WHITE		BLACK		OTHER		SCORES		NEW ENTRANT	ESL	SOCIAL/ EMOTIONAL
		G	B	G	B	G	B	R	MATH			
1st- ERICKSON	168		x									
"	169				x							Aggressive
"	170		x									Shy, timid
"	171	x										Follower, immature
"	172	x										Watch-Psycho. family poor
"	173			x								Disruptive
1st- KELLER	174						x				x	
"	175			x								Tunes out
"	176		x									Has problems at home
"	177				x							Emot. probs. due to fam. pr
"	178				x					Kdg. in Miss.		
"	179			x								Moody, negative, Hard to turn on
"	180		x									
1st- SCHILLER	181	x										Anxiety. Moody
"	182				x							Immature
"	183				x							
"	184			x								Negative attitude
"	185		x									
"	186					x						
"	187		x									Very active

HIGHVIEW SCHOOL

	INTERVENTION				
D. NO.	IN	OUT	DIAG./PRESCRIPTIVE	HANDICAP	A.D.C.
68			Disinterested in reading		
69	BOCES Tutor, Spch	Center for Priv. Psych.	PPS, Reading, BOCES Screen., speech eval.		
70	BOCES		BOCES Screening; Nurse		
71	BOCES		Poor retention, BOCES Screening, Math		
72			Nurse	Leg perthis ..	
73	BOCES		PPS, Reading, Math, BOCES Screening		
74			Naming, Reading		
75	BOCES		Doesn't know A-B-C, Nurse- falls asleep		
76	BOCES -K		Gross motor, Prob. P.E., BOCES Screening PPS	Nurse-broken hip in Kdg	
177	BOCES-K, PPS		BOCES Screening, PPS		W. Kimbo
178	PPS, Rdg.BOCES-K		Multiple Handicaps, Reading, BOCES Scr., Lang. Dev., Speech		Fitzgera
179	BOCES-K		PPS work-up; BOCES		
180			Percept-Nuerological, P.E., PPS, BOCES, Rdg.		
181			Low reading; slow; anxious		
182					
183	BOCES, RDG, SPEECH		PPS, Reading		
184	BOCES		Readiness Program		
185			Readiness Pgm; help in all areas		
186	BOCES		PPS		
187	Speech		Speech		

UDENT D. NO.	INTERVENTION IN	OUT	DIAG./PRESCRIPTIVE	HANDICAP
68			Disinterested in reading	
59	BOCES Tutor, Spch	Center for Priv. Psych.	PPS, Reading, BOCES Screen., speech eval.	
70	BOCES		BOCES Screening; Nurse	
171	BOCES		Poor retention, BOCES Screening, Math	
172			Nurse	Leg perthis
173	BOCES		PPS, Reading, Math, BOCES Screening	
174			Naming, Reading	
175	BOCES		Doesn't know A-B-C, Nurse- falls asleep	
176	BOCES -K		Gross motor, Prob. P.E., BOCES Screening PPS	Nurse-broken hi in Kdg
177	BOCES-K, PPS		BOCES Screening, PPS	
178	PPS, Rdg.BOCES-K		Multiple Handicaps, Reading, BOCES Scr., Lang. Dev., Speech	
179	BOCES-K		PPS work-up; BOCES	
180			Percept-Nuerological, P.E., PPS, BOCES, Rdg.	
181			Low reading; slow; anxious	
182				
183	BOCES, RDG, SPEECH		PPS, Reading	
184	BOCES		Readiness Program	
185			Readiness Pgm; help in all areas	
186	BOCES		PPS	
187	Speech		Speech	

HIGHVIEW SCHOOL

TEACHER/GRADE	STUDENT ID. NO.	WHITE		BLACK		OTHER		MAT. SCORES		NEW ENTRANT	ESL	SOCIAL/ EMOTIONAL	RETENTION
		G	B	G	B	G	B	RDG.	MATH				
1st- SCHILLER	188	x											
"	189		x										
1st- ZIMMERMAN	190	x										Quiet, loner	
"	191			x								Quiet	
"	192			x								Very quiet, Language Dif.	In Kdg.
"	193		x									Immature, tires easily	
"	194	x										Flibbertigibbit	
"	195		x									Very protective, manipulative child	
"	196				x							Active, uncontrollable	
"	197		x										
"	198		x										
"	199		x										
1 & 2 -OLICK	200				x								
"	201				x								
"	202				x								
"	203				x					x		Social problem, easily frustrated	
"	204			x						x			
"	205	x								x			
"	206									x	x		
"	207				x							Acting out	

TEACHER/GRADE	STUDENT ID. NO.	WHITE		BLACK		OTHER		MAT. SCORES		NEW ENTRANT	ESL	SOCIAL/ EMOTIONAL	RE
		G	B	G	B	G	B	RDG.	MATH				
1st- SCHILLER	188	x											
"	189		x										
1st- ZIMMERMAN	190	x										Quiet, loner	
"	191			x								Quiet	
"	192			x								Very quiet, Language Dif.	
"	193		x									Immature, tires easily	
"	194	x										Flibbertigibbit	
"	195		x									Very protective, manipulative	
"	196				x							Active, uncontrollable	
"	197		x										
"	198		x										
"	199		x										
1 & 2 -OLICK	200				x								
"	201				x								
"	202				x								
"	203				x					x		Social problem, easily frustrated	
"	204			x						x			
"	205	x								x			
"	206									x	x		
"	207				x							Acting out	

STUDENT ID. NO.	INTERVENTION IN	OUT	DIAG./[illegible]IPTIVE	PHYS. HANDICAP	FOSTER A.D.C.
188	BOCES		Readiness Program		
189			PPS, family situation		
190	BOCES - K		L.D., Letters, reading, P.E., Speech, Lang. Dev., BOCES		
191	BOCES - K		Needs 1-1; BOCES, Visual Percept. P.E. Reading		
192	BOCES, Reading		Auditory percept. probs., concepts, P.E. BOCES; confusion, speech, reading	Needs full psycho. & medical work-up	
193			PPS, watch		
194			Problem with following directions		
195	BOCES - K	Medical, surgical	Motor coord., underachieving?, needs 1-1; PPS, watch	Open heart surgery in June, 1974	
196	BOCES - K		Poor visual motor; erratic; PPS, BOCES		
197			Speech		
198			Social, PPS, watch		
199			Speech		
200	Speech		Phonetic problem, Reading, PPS, Speech		
201	BOCES - K		Disabled learner; speech, Lang. exp. reading BOCES		
202	BOCES - K		Eye, hand		
203			Doesn't follow directions; reversals, left-right reading, PPS, BOCES		
204			Needs Reading		
205			Evaluation as new entrant		
206					
207			Reading - not achieving		

STUDENT ID. NO.	INTERVENTION IN	OUT	DIAG./PRESCRIPTIVE	PHYS. HANDICAP
188	BOCES		Readiness Program	
189			PPS, family situation	
190	BOCES - K		L.D., Letters, reading, P.E., Speech, Lang. Dev., BOCES	
191	BOCES - K		Needs 1-1; BOCES, Visual Percept. P.E. Reading	
192	BOCES, Reading		Auditory percept. probs., concepts, P.E. BOCES; confusion, speech, reading	Needs full psych & medical work-u
193			PPS, watch	
194			Problem with following directions	
195	BOCES - K	Medical, surgical	Motor coord., underachieving?, needs 1-1; PPS, watch	Open heart surge in June, 1974
196	BOCES - K		Poor visual motor; erratic; PPS, BOCES	
197			Speech	
198			Social, PPS, watch	
199			Speech	
200	Speech		Phonetic problem, Reading, PPS, Speech	
201	BOCES - K		Disabled learner; speech, Lang. exp. reading BOCES	
202	BOCES - K		Eye, hand	
203			Doesn't follow directions; reversals, left-right reading, PPS, BOCES	
204			Needs Reading	
205			Evaluation as new entrant	
206				
207			Reading - not achieving	

HIGHVIEW SCHOOL

TEACHER/GRADE	STUDENT ID. NO.	WHITE		BLACK		OTHER		MAT. SC		NEW ENTRANT	ESL	SOCIAL/ EMOTIONAL	RETENTION
		G	B	G	B	G	B	RDG.	MA				
1-2 - OLICK	208	x											
"	209		x										
"	210			x								Manipulative, steals?	
"	211	x										Doesn't follow directions	
"	212		x									Resists paper work	
1-2 - UPTON	213						x				x		
"	214				x								
"	215		x										
"	216		x										
"	217			x						From Wind-wood			
"	218				x								In 1st
"	219		x									Anxious	
"	220		x										
"	221				x								
"	222	x											
2- DANCIK	223		x										Ret. 1st at S
"	224	x											
"	225				x								
"	226				x					In 7/74			
"	227			x									
"	228			x									

TEACHER/GRADE	STUDENT ID. NO.	WHITE		BLACK		OTHER		MAT. SC		NEW ENTRANT	ESL	SOCIAL/ EMOTIONAL	RE
		G	B	G	B	G	B	RDG.	MA				
1-2 - OLICK	208	x											
"	209		x										
"	210			x								Manipulative, steals?	
"	211	x										Doesn't follow directions	
"	212		x									Resists paper work	
1-2 - UPTON	213						x				x		
"	214				x								
"	215		x										
"	216		x										
"	217			x						From Windwood			
"	218				x								
"	219		x									Anxious	
"	220		x										
"	221				x								
"	222	x											
2- DANCIK	223		x										Re
"	224	x											
"	225				x								
"	226				x					In 7/74			
"	227			x									
"	228			x									

STUDENT ID. NO.	INTERVENTION IN	OUT	DIAG./PRESCRIPTIVE	PHYS. HANDICAP	FOSTER A.D.C.
208			Speech, lisp		
209	BOCES, Reading		Reading, multiple handicaps, lang. develop. speech		
210	BOCES screened		Reading, BOCES screening, PPS		
211			PPS		
212			Resists writing, reading, visual motor, PPS		
213			Reading		
214	BOCES perception		Reading		
215	BOCES perception		To be screening-processed again		
216	BOCES perception		To be screened again		
217			Reading		
218	PPS, BOCES	Burke evaluation	Reading, PPS, Nurse, T.L.C., Pre-verbal activities	Glasses	
219			PPS, watch		
220	Speech		Speech		
221	Speech		Speech		
222	Speech		Speech		
223	Reading, PPS		Speech, reading, PPS		
224	Reading		Low reading, reading work-up		
225			Reading		
226			Reading		
227			Math, Reading		
228			Math, Reading		

HIGHVIEW SCHOOL

STUDENT ID. NO.	INTERVENTION		DIAG./PRESCRIPTIVE	PHYS. HANDICAP
	IN	OUT		
208			Speech, lisp	
209	BOCES, Reading		Reading, multiple handicaps, lang. develop. speech	
210	BOCES screened		Reading, BOCES screening, PPS	
211			PPS	
212			Resists writing, reading, visual motor, PPS	
213			Reading	
214	BOCES perception		Reading	
215	BOCES perception		To be screening-processed again	
216	BOCES perception		To be screened again	
217			Reading	
218	PPS, BOCES	Burke evaluation	Reading, PPS, Nurse, T.L.C., Pre-verbal activities	Glasses
219			PPS, watch	
220	Speech		Speech	
221	Speech		Speech	
222	Speech		Speech	
223	Reading, PPS		Speech, reading, PPS	
224	Reading		Low reading, reading work-up	
225			Reading	
226			Reading	
227			Math, Reading	
228			Math, Reading	

HIGHVIEW SCHOOL

TEACHER/GRADE	STUDENT ID. NO.	WHITE		BLACK		OTHER		MAT. SCORES		NEW ENTRANT	ESL	SOCIAL/ EMOTIONAL	RETENTION
		G	B	G	B	G	B	RDG.	MATH				
2- GILKES	229			x									
"	230		x					1.8	3.0			Poor self-image; Poor motivation	Ret. in 2nd
"	231				x			1.4	1.6	at end 73-74		Super-good	Ret. in 2nd
"	232				x								Ret. in 2nd
"	233				x							Acting out	
"	234		x							9/74			
"	235				x							Very quiet, slow, timid	
"	236			x								Poor self-image	
"	237	x										Uptight	
"	238	x										Very quiet	
"	239		x									Manipulative, negative	
"	240						x				x		
"	241						x				x		
"	242	x											
2- LEVINE	243	x										Insecure	
"	244		x										
"	245		x									Immature, cries	
"	246				x							Needs constant social behavior guidance	Ret. 1st grade
"	247				x							Oral needs	
"	248			x								Manipulative	
"	249				x			2.5	2.0				Ret. 2nd grad

TEACHER/GRADE	STUDENT ID. NO.	WHITE		BLACK		OTHER		MAT. SCORES		NEW ENTRANT	ESL	SOCIAL/ EMOTIONAL	RETENTI
		G	B	G	B	G	B	RDG.	MATH				
2- GILKES	229			x									
"	230		x					1.8	3.0			Poor self-image; Poor motivation	Ret.
"	231				x			1.4	1.6	at end 73-74		Super-good	Ret.
"	232				x								Ret.
"	233				x							Acting out	
"	234		x							9/74			
"	235				x							Very quiet, slow, timid	
"	236			x								Poor self-image	
"	237	x										Uptight	
"	238	x										Very quiet	
"	239		x									Manipulative, negative	
"	240						x				x		
"	241						x				x		
"	242	x											
2- LEVINE	243	x										Insecure	
"	244		x										
"	245		x									Immature, cries	
"	246				x							Needs constant social behavior guidance	Ret. 1st
"	247				x							Oral needs	
"	248			x								Manipulative	
"	249				x			2.5	2.0				Ret. 2

	IN	OUT	DIAG./PRESCRIPTIVE	HANDICAP	A.D.C.
229			Nurse- slow moving, Health?		
230			Familial pattern, L.D., PPS, Reading, Math		
231	PPs, Speech, Rdg.	Pediatric Evaluation	Processing infor. Problem, Reading, PPS, Speech		
232	Rdg., Speech, Nurse	Dr. Vogel for eye-ear	Phonic pbm., reading auditory, PPS, Speech Multiple handicaps	Hearing Loss, surgery Vision loss, eye	Jack
233		BOCES, KDG.	Hyperactive, Reading, Math, sounds of letters, PPS		
234					
235			Reading, Math		
236			Underachiever, reading, PPS		
237	Reading		Reading, PPS		
238			Reading		
239	BOCES, Speech		Cross motor; Speech, PPS, BOCES		
240					
241					
242			Speech evaluation		
243			Math, watch emotional		
244			Nurse	Red-rimmed eyes	
245			Reading, PPS		
246	BOCES, Reading		Reading, speech, BOCES, PPS		
247			Math		
248	BOCES, Reading		Math, reading, PPS, BOCES Tutor		
249	Reading, Nurse		Reading		

NO.	IN	OUT	DIAG./PRESCRIPTIVE	HANDICAP
229			Nurse- slow moving, Health?	
230			Familial pattern, L.D., PPS, Reading, Math	
231	PPs, Speech, Rdg.	Pediatric Evaluation	Processing infor. Problem, Reading, PPS, Speech	
232	Rdg., Speech, Nurse	Dr. Vogel for eye-ear	Phonic pbm., reading auditory, PPS, Speech Multiple handicaps	Hearing Loss, surge Vision loss, eye
233		BOCES, KDG.	Hyperactive, Reading, Math, sounds of letters, PPS	
234				
235			Reading, Math	
236			Underachiever, reading, PPS	
237	Reading		Reading, PPS	
238			Reading	
239	BOCES, Speech		Cross motor; Speech, PPS, BOCES	
240				
241				
242			Speech evaluation	
243			Math, watch emotional	
244			Nurse	Red-rimmed eyes
245			Reading, PPS	
246	BOCES, Reading		Reading, speech, BOCES, PPS	
247			Math	
248	BOCES, Reading		Math, reading, PPS, BOCES Tutor	
249	Reading, Nurse		Reading	

HIGHVIEW SCHOOL

EACHER/GRADE	STUDENT ID. NO.	WHITE		BLACK		OTHER		MAT. SCORES		NEW ENTRANT	ESL	SOCIAL/ EMOTIONAL	RETENTION
		G	B	G	B	G	B	RDG.	MATH				
2- LEVINE	250		x									Anxious about retention	Ret. at 2nd.
"	251	x										Poor hygiene	
"	252		x									Immature, anxious, motor develop.	
"	253			x								Very young, short attn. span	Accelerated
"	254		x									Immature Very uncertain, anxious	
"	255		x									Anxious	Ret. at 2nd.
"	256	x										Eating problem, shy	
2- MELLING	257			x								Can't concentrate, tunes out	
"	258			x								Acting out	
"	259			x								Fights, needs TLC, cries	
"	260			x								Unsocialized, agressive	Ret. at 2nd.
"	261				x							Immature, poor concentration	
"	262						x				x		
"	263	x										Immature	
"	264		x									Well motivated, cries hard	Ret. at 1st.
"	265		x										
"	266		x										
"	267		x										
"	268	x											
"	269	x											
"	270		x										

EACHER/GRADE	STUDENT ID. NO.	WHITE		BLACK		OTHER		MAT. SCORES		NEW ENTRANT	ESL	SOCIAL/ EMOTIONAL	RETE
		G	B	G	B	G	B	RDG.	MATH				
2- LEVINE	250		x									Anxious about retention	Ret.
"	251	x										Poor hygiene	
"	252		x									Immature, anxious, motor develop.	
"	253			x								Very young, short attn. span	Acce
"	254		x									Immature Very uncertain, anxious	
"	255		x									Anxious	Ret.
"	256	x										Eating problem, shy	
2- MELLING	257			x								Can't concentrate, tunes out	
"	258			x								Acting out	
"	259			x								Fights, needs TLC, cries	
"	260			x								Unsocialized, agressive	Ret.
"	261				x							Immature, poor concentration	
"	262						x				x		
"	263	x										Immature	
"	264		x									Well motivated, cries hard	Re
"	265		x										
"	266		x										
"	267		x										
"	268	x											
"	269	x											
"	270		x										

STUDENT ID. NO.	INTERVENTION IN	INTERVENTION OUT	DIAG./PRESCRIPTIVE	PHYS. HANDICAP	FOSTER A.D.C.
250	Reading, BOCES		Reading, PPS TEAM, watch, BOCES		
251			Nurse		
252	Reading, BOCES		Visual-confused, Reading, PPS, BOCES		
253			Math		
254					
255	Reading, PPS	Dr. Chris Evaluation	Percept. Problems, PPS, Reading, BOCES		
256	Nurse		Visual pbms, mother wants work-up, PPS, Nurse	Weight loss, glasses	
257	BOCES, PPS, RDG.		Needs 1-1; should have been retained? PPS, BOCES, Reading	Many absences, lost year	
258	BOCES		Learning diff., BOCES, PPS, Reading		
259	Reading, BOCES		Poor attention-pbs. in reading, BOCES, Conceptualizing, Nurse	On medication last year	
260	Reading, Speech PPS		PPS, Speech, Reading	Frequent absences	
261	Reading		Low reading and math		
262	Speech, Reading		Language, ambivalent, Speech		
263			Language-bilingual; Reading, Speech		
264	BOCES, Reading PPS		Low in reading; BOCES, Aud. Learner		
265	Speech		Math, Speech, Reading		
266			Reading and math		
267			Verbal-language exp; Reading level low		
268			Reading- low		
269			Language comprehension, speech, reading		
270			Math		

TUDENT D. NO.	INTERVENTION IN	OUT	DIAG./PRESCRIPTIVE	PHYS. HANDICAP
250	Reading, BOCES		Reading, PPS TEAM, watch, BOCES	
251			Nurse	
252	Reading, BOCES		Visual-confused, Reading, PPS, BOCES	
253			Math	
254				
255	Reading, PPS	Dr. Chris Evaluation	Percept. Problems, PPS, Reading, BOCES	
256	Nurse		Visual pbms, mother wants work-up, PPS, Nurse	Weight loss, glasses
257	BOCES, PPS, RDG.		Needs 1-1; should have been retained? PPS, BOCES, Reading	Many absences, los year
258	BOCES		Learning diff., BOCES, PPS, Reading	
259	Reading, BOCES		Poor attention-pbs. in reading, BOCES, Conceptualizing, Nurse	On medication last year
260	Reading, Speech PPS		PPS, Speech, Reading	Frequent absences
261	Reading		Low reading and math	
262	Speech, Reading		Language, ambivalent, Speech	
263			Language-bilingual; Reading, Speech	
264	BOCES, Reading PPS		Low in reading; BOCES, Aud. Learner	
265	Speech		Math, Speech, Reading	
266			Reading and math	
267			Verbal-language exp; Reading level low	
268			Reading- low	
269			Language comprehension, speech, reading	
270			Math	

HIGHVIEW SCHOOL

ACHER/GRADE	ID. NO.	WHITE		BLACK		OTHER		MAT. SCORES		ENTRANT	ESL	EMOTIONAL	RETENTION
		G	B	G	B	G	B	RDG.	MATH				
2- MELLING	271	x											
"	272		x										
2- TARINS	273				x					x		Orphan	
"	274				x								
"	275				x								
"	276		x										
"	277		x							x			
"	278		x										
"	279				x								
"	280	x											
"	281		x										
"	282	x										Absences	
"	283	x											
3- BROWN	284				x			2.2	-			Immaturity	
"	285				x				1.2			Immature	Ret. at 3rd.
"	286				x			2.7	2.5				Ret. at Kdg.
"	287			x				2.0	2.3				
"	288				x			2.3	3.1				
"	289	x						2.4	2.6			Nervous	
"	290				x								
"	291		x					2.3	3.2			Distracted, and a lover	

HIGHVIEW SCHOOL

ACHER/GRADE	ID. NO.	WHITE		BLACK		OTHER		MAT. SCORES		ENTRANT	ESL	EMOTIONAL	RETEN
		G	B	G	B	G	B	RDG.	MATH				
2- MELLING	271	x											
"	272		x										
2- TARINS	273				x					x		Orphan	
"	274				x								
"	275				x								
"	276		x										
"	277		x							x			
"	278		x										
"	279				x								
"	280	x											
"	281		x										
"	282	x										Absences	
"	283	x											
3- BROWN	284				x			2.2	-			Immaturity	
"	285				x				1.2			Immature	Ret.
"	286				x			2.7	2.5				Ret.
"	287			x				2.0	2.3				
"	288				x			2.3	3.1				
"	289	x						2.4	2.6			Nervous	
"	290				x								
"	291		x					2.3	3.2			Distracted, and a lover	

HIGHVIEW SCHOOL

ID. NO.	INTERVENTION IN	OUT	DIAG./PRESCRIPTIVE	PHYS. HANDICAP	FOSTER A.D.C.
271			Math, poor memory		
272	Speech		Speech		
273	PPS, Tutor	Burke, Medication	Reading evaluation, Speech, Burke		Lives w Aunt
274			PPS		
275	PPS, BOCES TUT.		Consider spec. sch., indivual lang. pgm.		
276			PPS		
277			Reading		
278			Reading		
279			Sickle cell?		
280			Speech ref., Reading		
281			Speech ref.		
282					
283		Therapy			
284	Reading, Speech		PPS Work-up; Speech, Reading, Needs Interest approach		
285	Reading, PPS		Reading, tutoring math		
286	Reading		Reading, math		
287	Reading		Concepts, PPS, Reading		
288	Reading		Vocabulary deficiencies, Needs Tutoring		
289	Reading		Vocab. weak, comprehension needs, Tutoring,	PPS	
290					
291	Mainstream	Psychologist's evaluation	PPS		

HIGHVIEW SCHOOL

ID. NO.	INTERVENTION IN	OUT	DIAG./PRESCRIPTIVE	PHYS. HANDICAP
271			Math, poor memory	
272	Speech		Speech	
273	PPS, Tutor	Burke, Medication	Reading evaluation, Speech, Burke	
274			PPS	
275	PPS, BOCES TUT.		Consider spec. sch., indivual lang. pgm.	
276			PPS	
277			Reading	
278			Reading	
279			Sickle cell?	
280			Speech ref., Reading	
281			Speech ref.	
282				
283		Therapy		
284	Reading, Speech		PPS Work-up; Speech, Reading, Needs Interest approach	
285	Reading, PPS		Reading, tutoring math	
286	Reading		Reading, math	
287	Reading		Concepts, PPS, Reading	
288	Reading		Vocabulary deficiencies, Needs Tutoring	
289	Reading		Vocab. weak, comprehension needs, Tutoring,	PPS
290				
291	Mainstream	Psychologist's evaluation	PPS	

HIGHVIEW SCHOOL

EACHER/GRADE	STUDENT ID. NO.	WHITE		BLACK		OTHER		MAT. SCORES		NEW ENTRANT	ESL	SOCIAL/ EMOTIONAL	RETENTION
		G	B	G	B	G	B	RDG.	MATH				
3- BROWN	292	x											
"	293	x						2.6	2.8			Poor self-image	
"	294	x											
3- KURLAND	295				x					Parochial		Acting out, hostile	
"	296	x								From Greece		Tunes out, aggressive	
"	297				x			2.4	2.5				
"	298	x						2.8	2.4			Manipulative	
"	299		x					2.6	3.3			Twin, tense	Ret. at 2nd.
"	300			x				2.7	2.1				
"	301			x									
"	302		x										
3 - NORDEN	303		x					4.3	3.7			Slow-moving, immature	
"	304		x									Immature, frightened, anxious	
"	305		x					3.1	5.9				
"	306		x					2.9	3.1				
"	307	x						2.9	3.8			Dependent	
"	308		x									Restless	
"	309		x									Clumsy	
"	310		x										
3- SCHACK	311		x										
"	312		x					2.3	2.4				

EACHER/GRADE	STUDENT ID. NO.	WHITE		BLACK		OTHER		MAT. SCORES		NEW ENTRANT	ESL	SOCIAL/ EMOTIONAL
		G	B	G	B	G	B	RDG.	MATH			
3- BROWN	292	x										
"	293	x						2.6	2.8			Poor self-image
"	294	x										
3- KURLAND	295				x					Parochial		Acting out, hostile
"	296	x								From Greece		Tunes out, aggressive
"	297				x			2.4	2.5			
"	298	x						2.8	2.4			Manipulative
"	299		x					2.6	3.3			Twin, tense
"	300			x				2.7	2.1			
"	301			x								
"	302		x									
3 - NORDEN	303		x					4.3	3.7			Slow-moving, immature
"	304		x									Immature, frightened,anxi
"	305		x					3.1	5.9			
"	306		x					2.9	3.1			
"	307	x						2.9	3.8			Dependent
"	308		x									Restless
"	309		x									Clumsy
"	310		x									
3- SCHACK	311		x									
"	312		x					2.3	2.4			

HIGHVIEW SCHOOL

ID. NO.	IN	OUT	DIAG./PRESCRIPTIVE	PHYS. HANDICAP	FOSTER A.D.C.
292	Reading	Vision test Outside Rdg. Tutor,	Reading	Visual Problem?	
293					
294	Nurse		Nurse to check	Migraine, Visual	
295			PPS-watch, Reading, Math	Glasses	
296			PPS-watch, Reading, Math	Living with Grandmother	
297	Reading		Reading		
298			Word caller, Reading, Poor Org. skills	Glasses	
299			Reading	Glasses	
300			Visual strength, 1-1; Math pbm., Reading		
301			Math-Reading-watch		
302			Math		
303			PPS	Vision	
304			PPS, Reading		
305			Reading		
306				Vision	
307			PPS		
308	Speech		PPS, Speech		
309			PPS, Speech	Motor	
310	Speech		Speech		
311	PPS, Reading		Reading, 1-1		
312	Speech, Reading		PPS, Reading, Multi-Handicaps, Outside tutoring?		

ID. NO.	IN	OUT	DIAG./PRESCRIPTIVE	PHYS. HANDICAP
292	Reading	Vision test Outside Rdg. Tutor,	Reading	Visual Problem?
293				
294	Nurse		Nurse to check	Migraine, Visual
295			PPS-watch, Reading, Math	Glasses
296			PPS-watch, Reading, Math	Living with Grand
297	Reading		Reading	
298			Word caller, Reading, Poor Org. skills	Glasses
299			Reading	Glasses
300			Visual strength, 1-1; Math pbm., Reading	
301			Math-Reading-watch	
302			Math	
303			PPS	Vision
304			PPS, Reading	
305			Reading	
306				Vision
307			PPS	
308	Speech		PPS, Speech	
309			PPS, Speech	Motor
310	Speech		Speech	
311	PPS, Reading		Reading, 1-1	
312	Speech, Reading		PPS, Reading, Multi-Handicaps, Outside tutoring?	

EACHER/GRADE	STUDENT ID. NO.	WHITE		BLACK		OTHER		MAT. SCORES		NEW ENTRANT	ESL	SOCIAL/ EMOTIONAL	RETENTION
		G	B	G	B	G	B	RDG.	MATH				
3- SCHACK													
"	313			x				3.0	2.5				
"	314				x			1.8	2.4			Anxious	
"	315	x						2.0	2.2				
"	316		x					3.0	4.6			Disheveled, disinterested	
"	317				x			2.2	1.6			Poor oriented	
"	318				x			1.2	1.3				
"	319				x			1.9	1.4			Low self-concept	
"	320		x					4.9	4.5			Behavioral, over-active	
"	321			x				2.7	3.8			Social relations	
3- VAS DIAS	322					x		2.4	3.1		x		
"	323					x		1.1	2.4		x		
"	324	x									x		
"	325				x			1.6	2.2				
"	326	x						3.3	2.4				
"	327				x			2.3	2.5			Immature Poor self-image.	
"	328		x					2.5	2.9			Unhappy, ill at ease	
"	329				x			3.1	3.1				
"	330				x			2.3	2.1				
"	331		x					2.5	2.9			Immature	
"	332			x				2.4	2.5				

HIGHVIEW SCHOOL

EACHER/GRADE	STUDENT ID. NO.	WHITE		BLACK		OTHER		MAT. SCORES		NEW ENTRANT	ESL	SOCIAL/ EMOTIONAL	RETE
		G	B	G	B	G	B	RDG.	MATH				
3- SCHACK													
"	313			x				3.0	2.5				
"	314				x			1.8	2.4			Anxious	
"	315	x						2.0	2.2				
"	316		x					3.0	4.6			Disheveled, disinterested	
"	317				x			2.2	1.6			Poor oriented	
"	318				x			1.2	1.3				
"	319				x			1.9	1.4			Low self-concept	
"	320		x					4.9	4.5			Behavioral, over-active	
"	321			x				2.7	3.8			Social relations	
3- VAS DIAS	322					x		2.4	3.1		x		
"	323					x		1.1	2.4		x		
"	324	x									x		
"	325				x			1.6	2.2				
"	326	x						3.3	2.4				
"	327				x			2.3	2.5			Immature Poor self-image.	
"	328		x					2.5	2.9			Unhappy, ill at ease	
"	329				x			3.1	3.1				
"	330				x			2.3	2.1				
"	331		x					2.5	2.9			Immature	
"	332			x				2.4	2.5				

STUDENT ID. NO.	INTERVENTION		DIAG./PRESCRIPTIVE	PHYS. HANDICAP	FOSTER A.D.C.
	IN	OUT			
313			PPS, Reading, Math		
314	Speech		Reading, Speech, PPS, Meet with parents	Allergy	
315	Reading		PPS		
316	PPS	Therapy? Medic?	Meet Family, Nurse		
317			PPS Work-up, Reading, Math		
318	PPS		Low in skills, Reading, PPS follow-up		
319	PPS		Low Achievement, Phonics, Reading		
320	PPS		Over-active		
321			Uneven in performance, continue to observe		
322					
323					
324					
325					
326	PPS		Reading, Math, PPS		
327	Speech		Reading, Speech, aud. percept. pbm., lang.		
328	~~PPS~~		PPS		
329			PPS		
330			Reading		
331	PPS		Reading		
332			Reading		

HIGHVIEW SCHOOL

STUDENT ID. NO.	INTERVENTION IN	OUT	DIAG./PRESCRIPTIVE	PHYS. HANDICAP
313			PPS, Reading, Math	
314	Speech		Reading, Speech, PPS, Meet with parents	Allergy
315	Reading		PPS	
316	PPS	Therapy? Medic?	Meet Family, Nurse	
317			PPS Work-up, Reading, Math	
318	PPS		Low in skills, Reading, PPS follow-up	
319	PPS		Low Achievement, Phonics, Reading	
320	PPS		Over-active	
321			Uneven in performance, continue to observe	
322				
323				
324				
325				
326	PPS		Reading, Math, PPS	
327	Speech		Reading, Speech, aud. percept. pbm., lang.	
328	~~PPS~~		PPS	
329			PPS	
330			Reading	
331	PPS		Reading	
332			Reading	

HIGHVIEW SCHOOL

ACHER/GRADE	STUDENT ID. NO.	WHITE		BLACK		OTHER		MAT. SCORES		NEW ENTRANT	ESL	SOCIAL/ EMOTIONAL	RETENTION
		G	B	G	B	G	B	RDG.	MATH				
- YOUNG	333			x				1.6	1.2			Severe emotional	
"	334				x			2.0	1.5			Very gregarious, gets hysterical	Ret. at 1st
"	335				x			2.4	2.5			Immature, well-motivated	
"	336			x				1.2	2.1	1st-year West Indies			
"	337		x					2.7	2.9			Twin, immature	Ret. at 2
"	338		x					2.5	1.8				Ret. at 2
"	339			x				2.7	3.1			Needs self-assurance, Aggressive	
"	340		x					3.0	4.5				
"	341		x					3.6	4.3				
"	342	x						5.2	6.0				
"	343			x				2.9	3.2				
"	344		x					3.6	4.8				

ACHER/GRADE	STUDENT ID. NO.	WHITE		BLACK		OTHER		MAT. SCORES		NEW ENTRANT	ESL	SOCIAL/ EMOTIONAL	RETEN
		G	B	G	B	G	B	RDG.	MATH				
3- YOUNG	333			x				1.6	1.2			Severe emotional	
"	334				x			2.0	1.5			Very gregarious, gets hysterical	Ret.
"	335				x			2.4	2.5			Immature, well-motivated	
"	336			x				1.2	2.1	1st-year West Indies			
"	337		x					2.7	2.9			Twin, immature	Ret.
"	338		x					2.5	1.8				Ret.
"	339			x				2.7	3.1			Needs self-assurance, Aggressive	
"	340		x					3.0	4.5				
"	341		x					3.6	4.3				
"	342	x						5.2	6.0				
"	343			x				2.9	3.2				
"	344		x					3.6	4.8				

TUDENT D. NO.	INTERVENTION IN	OUT	DIAG./PRESCRIPTIVE	PHYS. HANDICAP	FOSTER A.D.C.
333	Reading, PPS	Dr. Stadler, Burke Fndt.	PPS, Home-School Counseling; Psychological, Reading, Educ. Therapist, Needs 1-1		Mrs. Fowler
334	PPS, Rdg, Speech		Nurse, loud voice, reading and hearing, Tutoring, Individ. help, PPS		
335	Reading		Reading and Math Tutoring		
336	Reading		Reading, Speech, language development		
337	Reading		Speech, Reading	Glasses	
338	Reading, PPS		Reading, Math		
339			PPS, Needs 1 to 1, Speech	Husky voice?	
340			Speech		
341			Speech		
342			Speech		
343			Speech		
344			Twin, reading	Glasses	

TUDENT D. NO.	INTERVENTION IN	OUT	DIAG./PRESCRIPTIVE	PHYS. HANDICAP
333	Reading, PPS	Dr. Stadler, Burke Fndt.	PPS, Home-School Counseling; Psychological, Reading, Educ. Therapist, Needs 1-1	
334	PPS, Rdg, Speech		Nurse, loud voice, reading and hearing, Tutoring, Individ. help, PPS	
335	Reading		Reading and Math Tutoring	
336	Reading		Reading, Speech, language development	
337	Reading		Speech, Reading	Glasses
338	Reading, PPS		Reading, Math	
339			PPS, Needs 1 to 1, Speech	Husky voice?
340			Speech	
341			Speech	
342			Speech	
343			Speech	
344			Twin, reading	Glasses

Reading and Language Arts

The reading and language arts program was in its third year of developing a systematic approach. The intervention program provided a natural format to incorporate the reading systems which, in turn, incorporated the intervention program as part of its delivery system.

The reading and language arts plan for grades one through six represents an implementation program for the individual pupil under three components: individual diagnosis (pre-testing), individual programming (based on diagnosis) - a subcomponent is the intervention conferences, and individual evaluations (post-testing). This management plan has assessed the existing resources, determined the sequence of activities, designated the tasks and task-implementers, and provided for the evaluation component. The forms used to support this management system are found in Appendices pp. 273-287.

Mathematics Program

Due to its infancy the mathematics program does not reflect the management sophistication of the reading system. The position of mathematics facilitator has only been part of the instructional organization for the past year, and it was a year of trial and error. In spite of these drawbacks, the mathematics facilitator did forge ahead and develop a mathematics management system for grades kindergarten through six. This systems approach had three levels -- goals, implementation and professional development. Again, it was at the implementation level that intervention would occur for children with special needs. The prescription could be any and/or all of the following: consultation with mathematics resource teacher (a classroom teacher who was released from classroom responsibilities) -- a month to work with other class teachers, referral to the Board of Cooperative Education to screen the pupil to ascertain whether a special education setting would be a better placement, further testing and assessment by one or more members of the pupil personnel staff (i.e.: psychologist, nurse, speech therapist, consulting psychiatrist) and providing specific prescriptions for the child's teacher. An evaluation component is included which includes information by observation as well as formal assessments.

The structure of both the mathematics and reading programs indicated that information was necessary to provide meaningful prescriptions. Therefore, the information of a diagnostic nature that was brought to the intervention conference was recent and related to the pupil's special needs. If the intervention team members felt that additional assessment was needed, this became part of the prescription. In instances where it was felt that insufficient information was available to provide a basis for a prescription, the team delayed making prescriptive recommendations.

Results and Recommendations of the Prescriptive Team After the First Cycle of Intervention - September - October 1974

The prescriptive teams met with classroom teachers during portions of the month of September and October. The complete statistics resulting from these conferences are provided as part of this report, because a more thorough understanding of objectives of the intervention program is gained through the availability of all of the data.

Moreover, the consideration of the intervention prescriptive team model for expansion through the grades was enhanced through a view of the results of both primary schools as well as the third graders.

Many of the initial prescriptive approaches that were suggested were tentative because of the consideration that there was less than full knowledge available to the team regarding first graders.

This happened because of the limited time span that the child has been in school and the consideration of developmental lag for some children.

Data is presented recording the following:

(1) The number of children with special needs by grade, race and sex.

(2) The number and percentage of children with special needs by grade.

(3) The number and percentage of pupils with special needs by sex and race for grades one, two and three.

(4) The number and percentage of pupils by race.

(5) New entrants -- the number and percentage of pupils with special needs by grade.

(6) The number and percentage of pupils with special needs by grade.

(7) Intervention -- the number and percentage of pupils having received assistance from pupil personnel services.

In addition to the above statistics, the recommendations of the participants of the intervention prescriptive teams for Highview and Juniper Hill are included. These statistics relate to the implementation of the intervention process for the 1974-75 school year. These recommendations refer to methods and techniques for implementing the identification process.

TABLE I

No. Children With Special Needs
By Grade

Grade	White		Black		Other		Total		Total Grade
	Boy	Girl	Boy	Girl	Boy	Girl	Boy	Girl	
1	37	15	36	31	4	6	77	52	129
2	34	20	19	28	4	5	57	53	110
3	38	13	26	17	2	1	66	31	97
Total	109	48	81	76	10	12	200	136	336

TABLE II

No. and Percentage of Children With Special Needs by Grade

Grade	No.	% of Total Grade
1	129	42%
2	110	44%
3	97	38%
Total	336	41%

Results

(1) 41% of the total number of pupils in grades 1, 2 and 3 were identified as having special needs.

(2) The data indicates that the number of children identified were in grade 1 (42%), grade 2 (44%), and grade 3 (38%).

(3) It appears that there is a mild reduction in the percentage of children identified as having special needs as they enter grade 3. Maturation and developmental factors may explain some of this reduction along with intervention programs previously initiated.

(4) Japanese youngsters (Other) have been included in this study because their problem has been primarily one of

communication. The reduction in this number by 3rd grade may be attributed to their gaining adequate communication skills and/or leaving our system and returning to Japan.

TABLE III

No. and Percentage of Pupils With Special Needs by Sex and Race For Grades One, Two and Three

No. and Percentage of Pupils by Sex

	Boys		Girls	
Grade	No.	%	No.	%
1	77	60%	52	40%
2	57	52%	53	48%
3	66	67%	31	33%
Total	200	60%	136	40%

No. and Percentage of Pupils by Race

Grade	Black	%	White	%	Other	%
1	67	52%	52	40%	10	8%
2	47	43%	54	49%	9	8%
3	43	44%	51	53%	3	3%
Total	157	46%	157	45%	22	8%

Results

(1) 60% of the total number of youngsters identified as having special needs in grades 1, 2 and 3 were boys.

(2) 46% of these children were white. 46% of these children were black.

(3) In grades 1, 2 and 3, 62% are white. Of the children identified as having special needs, 57% were white.

(4) In grades 1, 2 and 3, 29% are black. Of the children identified as having special needs, 43% were black. It appears that proportionately more black children were identified as having special needs.

TABLE IV

New Entrants -
No. and Percentage of Pupils
With Special Needs by Grade

Grade	No.	Percentage
1	10	8%
2	6	5%
3	9	9%
Total	25	7%

TABLE V

Social/Emotional -
No. and Percentage of Pupils
With Special Needs by Grade

Grade	No.	Percentage
1	48	37%
2	49	45%
3	59	61%
Total	156	46%

TABLE VI

Retention -
No. and Percentage of Pupils
With Special Needs by Grade

Grade	No.	Percentage
1	21	16%
2	17	15%
3	13	13%
Total	51	15%

(1) Since we do not have baseline data regarding retention rates in previous years, we do not know how significant

these figures may be.

(2) The trend appears to be towards early retention, much in line with stated objectives.

TABLE VII

Intervention - No. and Percentage of Pupils Having Received Assistance from Pupil Services

Grade	No. and Percentage Receiving Help From BOCES Personnel		No. and Percentage Receiving Help From Psychologist/Social Worker	
	No.	%	No.	%
1	74	57%	30	23%
2	28	25%	34	30%
3	X	X	27	28%
Total	102	42%	91	27%

Recommendations regarding implementation of the Intervention Process for the 1974-75 School Year

(1) Assistance to Teachers

(a) Reading consultant will focus on those identified pupils with special needs using the Reading Analysis form.

(b) Speech and Language Consultant will focus on those pupils who would benefit from auditory intervention in facilitating the visual process. Those pupils who are language impaired will be seen too. Traditional speech therapy services will reflect the addition of the above-mentioned youngsters identified in the intervention program.

(c) Psychologist will give priority to those pupils having been identified by this process. This may include new or follow-up testing, work on behavior management techniques, classroom observations and contact with parents and outside agencies.

(d) Social Worker will assume as her initial caseload those youngsters identified as having special needs.

(e) Parents - Efforts will be made to invite parents to contribute information concerning their children.

(2) Monitoring the prescriptive process as it affects the child

- (a) Short term - Weekly team conference on basis of need.
- (b) Long term - Every eight weeks, scheduled meeting with each teacher to assess adequacy of the prescription. (Efforts will be made to invite parents to share in determining the adequacy of the prescription.)

(3) Recording the prescriptive process

- (a) Written prescriptions will be made for individual children using the format described in the Reading Analysis form. This prescription will include reading, math, language and behavioral modes.
- (b) Efforts will be made to encourage parents to chart academic and/or behavioral objectives.

(4) In-service workshops

- (a) Human relations - to deal with the way unconscious attitudes interfere with the assessment of children.

(b) Understanding the diagnostic and prescriptive process in planning a child's program - to become more aware as to how this process is utilized in planning a child's program.

(c) Perceptual training - to understand the theory and practices regarding perceptual development.

(d) Mathematics - to acquaint teachers with techniques of mathematics diagnosis and instruction.

(5) BOCES tutors

(a) Increase time for individual instruction.

(b) Provide additional space for this instruction.

(6) Redeployment of Teacher Assistants

(a) Creation of a morning teacher assistant pool - these assistants to be deployed as needed in regard to offering instructional support services to youngsters requiring additional help.

(b) Afternoon assignment to be scheduled as in the past.

(7) Utilization of special teachers

More planned incorporation of special teachers (art, music, physical education) into the intervention process so that their expertise can be utilized with target children.

(8) Long-range planning

Given the heavy emphasis on diagnosis at the beginning of the year, it is essential that a more flexible school schedule be adopted during the opening weeks.

(9) Youth-on-Youth Program

To encourage youngsters to help and feel socially responsible for one another both inter- and intra-building.

Evaluation Component

The evaluation schema for the practicum is divided into three sub-sections: pupil progress, process evaluation and program evaluation. The pupil progress sub-section has as its framework standardized test comparisons, reading book level and graded wording list for selected students and case studies to illustrate individual success stories. The focus on the Metropolitan Achievement Test comparisons has as its objectives the determination as to how well did the students do in terms of academic achievement in reading and mathematics who were identified as being below grade level (at the third grade level). Originally, it was determined that 53 students were designated under the following criteria. The total of 53 changed to 55 during the academic school year due to pupils moving in and out of the third grade.

Designation of Underachievers

(1) S.U.A. - Students who were one or more grade levels below when the M.A.T. was administered in May 1974, i.e.: 1.8 or less as a grade level equivalent.

(2) U.A. - Students who were less than one grade level below when the M.A.T. was administered in May 1974, i.e.: from 1.9 to 2.8.

The grade level "cut-off" scores were selected arbitrarily since there is an inherent difficulty in equating the import of a student being below grade level at the third grade than at the sixth grade. In essence, a one or more grade level deficiency at the third grade is probably equal to that of two or more at the sixth grade, expecially since the M.A.T. begins with a grade equivalent score of 1.0. It is also characteristic that the "gap" in underachievement will increase as the student progressed through the grades. Moreover, it is also significant that a student having skill problems in the primary grades which are not remediated will have this deficiency compounded at the intermediate grade levels where there is an emphasis on content mastery. The M.A.T. was again administered in May and a comparison was made between the two scores (pre/post).

Additional evaluation was made of a randomly selected group of 30 third graders. Gains in their reading book level and in a graded word reading list were measured. This group of students were from a total of 81 students who were identified as target population at the third grade level for the intervention program. This target population included children with social and emotional problems, physical problems, learning problems as well as those who scored below grade level in reading and mathematics. In many cases a child would cross the categories and exhibit emotional problems and/or learning problems and/or a physical problem which would be causing academic underachievement. Therefore, the represented gains, if any, could be construed to be those of the group of 55 academic underachievers.

A process evaluation of the intervention team function will also be done at the conclusion of the practicum. The objective will be to determine, from the perception of selected intervention team participants, the strengths and weaknesses of the process, and to make recommendations as to how the process could be improved. Since the information desired does not lend itself to a questionnaire, the format to be utilized will be the personal interview process.

The writer will also provide a program evaluation which will utilize an adapted "Stake program evaluation mode." The purpose of this assessment will be to compare the intent of the program to what actually occurred. The objectives stated in the beginning of the practicum procedure section will be used under the column heading intent and compared to the actual. The actual judgments will be the results of bringing together the data that is available at the end of the project, the observations recorded during the practicum, and the perceptions of those who were directly involved in the intervention prescriptive process program throughout the school year.

EVALUATION OF PRACTICUM

Pupil Progress

Eighty-one pupils were identified as target pupils or pupils with special needs (i.e.: academic limitations, and/or social, physical or emotional disorders).

In addition, at the end of the current school year, a separate analysis was done to assess pre and post test scores of 55 designated pupils who were below grade level in reading and mathematics at the end of second grade, the baseline year. Tested underachievement at the end of second grade may be considered significant even if only one or more years below grade or 1.8. This is due to test construction which normally begins with scores of 1.0.

The third grade pupils scoring at 1.8 or less in May of 1974 were identified as severe underachievers (S.U.A.). Those third grade pupils scoring between 2.8 and 1.8 were identified as underachievers (U.A.).

Tables VIII through XXI described in this section of the paper report the following:

TABLE VIII - Highview School - Comparison between 2nd and 3rd grade M.A.T.s (grade equivalent) total reading

and total mathematics scores.

TABLE IX - Juniper Hill School - Comparison between 2nd and 3rd grade M.A.T.s (grade equivalent) total reading and total mathematics scores.

TABLE X - Summary of Actual average M.A.T. gain per pupil in months for Underachievers and Severe Underachievers.

TABLE XI - Actual average gain (in months on the M.A.T.) per pupil for both Underachievers and Severe Underachievers in reading.

TABLE XII - Summary of average M.A.T. gain in months per pupil for Underachievers and Severe Underachievers in mathematics.

TABLE XIII - Actual average gain (in months on the M.A.T.) per pupil for both Underachievers and Severe Underachievers in mathematics.

TABLE XIV - Actual average gain per pupil in months for the M.A.T. for combined reading and mathematics scores.

TABLE XV - Comparisons between 2nd and 3rd grade M.A.T.s (grade equivalents) in reading and mathematics - Expected vs. Actual gains for target population children.

TABLE XVI - Comparison of a randomly selected group of 30 3rd graders' gains in reading book level and graded word reading list.

TABLE XVII - An Historical Regression Ratio for all Underachievers - 3rd grade - reading.

TABLE XVIII- An Historical Regression Ratio for all Serious Underachievers - 3rd grade - reading.

TABLE XIX - An Historical Regression Ratio for all Underachievers - 3rd grade - mathematics.

TABLE XX - An Historical Regression Ratio for all Serious Underachievers - 3rd grade - mathematics.

TABLE XXI - Actual vs. Expected gains of identified Underachievers and Severe Underachievers in reading and mathematics in third grade on the M.A.T., 1974 vs. 1975.

TABLE VIII

Comparison Between 2nd and 3rd Grade MATs
(Grade Equivalent) -HIGHVIEW - Reading and Math

			* WORD KNOWLEDGE	WORD COMPREHENSION	2ND GRADE TOTAL READ/MATH	WORD KNOWLEDGE	READING COMPREHENSION	3RD GRADE TOTAL READ/MATH	GAI OR LOS
1.	S.U.A.	Reading	1.2	1.0	1.6	1.7	2.0	1.9	.
		Math	1.1	1.0	2.0	1.5	1.7	1.8	-.
2.	S.U.A.	Reading	1.5	1.0	1.8	2.4	2.1	2.3	.
		Math	-	-	-	2.8	2.4	2.5	2.
3.	U.A.	Reading	3.0	2.2	3.8	3.7	4.3	3.9	.
		Math	2.4	2.8	2.4	2.0	3.1	3.1	.
	U.A.	Reading	2.3	2.1	2.2	2.7	3.2	2.9	.
		Math	2.9	1.7	3.1	3.1	2.9	4.4	1.
5.	U.A.	Reading	2.7	2.1	2.4	2.5	2.9	2.6	.
		Math	3.0	3.5	3.1	3.3	3.5	3.0	-.
7.	U.A.	Reading	2.4	2.5	2.3	4.1	4.2	4.2	1.
		Math	2.0	2.8	2.0	2.4	3.4	3.0	1.
15.	U.A.	Reading	2.5	2.7	2.8	3.1	3.4	3.2	.
		Math	1.7	2.1	2.3	3.5	3.5	3.2	1.
17.	S.U.A.	Reading	2.0	1.6	1.9	2.6	2.0	2.5	.
		Math	1.5	1.5	2.0	3.0	2.0	2.7	.
20.	S.U.A.	Reading	1.4	1.4	1.2	3.3	3.6	3.4	2.
		Math	2.1	2.3	1.7	4.0	3.1	4.1	2.
23.	U.A.	Reading	2.7	2.4	2.7	3.1	2.2	2.7	
		Math	2.5	3.0	2.4	3.5	3.1	3.1	.
24.	S.U.A.	Reading	1.9	2.0	1.0	2.2	1.6	1.8	.
		Math	2.6	4.2	4.0	3.8	4.0	3.5	-.
26.	S.U.A.	Reading	2.9	2.9	2.5	2.6	2.2	2.4	-.
		Math	4.2	4.0	3.3	3.6	3.9	3.9	.
27.	S.U.A.	Reading	2.3	2.1	1.9	1.8	2.8	2.2	.
		Math	2.9	4.9	3.7	4.7	5.7	3.4	-.

			* WORD KNOWLEDGE	WORD COMPREHENSION	2ND GRADE TOTAL READ/MATH	WORD KNOWLEDGE	READING COMPREHENSION	3RD GRADE TOTAL READ/MATH	GAI OR LOS
1.	S.U.A.	Reading	1.2	1.0	1.6	1.7	2.0	1.9	.
		Math	1.1	1.0	2.0	1.5	1.7	1.8	-.
2.	S.U.A.	Reading	1.5	1.0	1.8	2.4	2.1	2.3	.
		Math	-	-	-	2.8	2.4	2.5	2.
3.	U.A.	Reading	3.0	2.2	3.8	3.7	4.3	3.9	.
		Math	2.4	2.8	2.4	2.0	3.1	3.1	.
	U.A.	Reading	2.3	2.1	2.2	2.7	3.2	2.9	.
		Math	2.9	1.7	3.1	3.1	2.9	4.4	1.
5.	U.A.	Reading	2.7	2.1	2.4	2.5	2.9	2.6	.
		Math	3.0	3.5	3.1	3.3	3.5	3.0	-.
7.	U.A.	Reading	2.4	2.5	2.3	4.1	4.2	4.2	1.
		Math	2.0	2.8	2.0	2.4	3.4	3.0	1.
15.	U.A.	Reading	2.5	2.7	2.8	3.1	3.4	3.2	.
		Math	1.7	2.1	2.3	3.5	3.5	3.2	1.
17.	S.U.A.	Reading	2.0	1.6	1.9	2.6	2.0	2.5	.
		Math	1.5	1.5	2.0	3.0	2.0	2.7	.
20.	S.U.A.	Reading	1.4	1.4	1.2	3.3	3.6	3.4	2.
		Math	2.1	2.3	1.7	4.0	3.1	4.1	2.
23.	U.A.	Reading	2.7	2.4	2.7	3.1	2.2	2.7	
		Math	2.5	3.0	2.4	3.5	3.1	3.1	.
24.	S.U.A.	Reading	1.9	2.0	1.0	2.2	1.6	1.8	.
		Math	2.6	4.2	4.0	3.8	4.0	3.5	-.
26.	S.U.A.	Reading	2.9	2.9	2.5	2.6	2.2	2.4	-.
		Math	4.2	4.0	3.3	3.6	3.9	3.9	.
27.	S.U.A.	Reading	2.3	2.1	1.9	1.8	2.8	2.2	.
		Math	2.9	4.9	3.7	4.7	5.7	3.4	-.

Comparison Between 2nd and 3rd Grade MATs
(Grade Equivalent)- HIGHVIEW SCHOOL - Reading and Math

		* WORD KNOWLEDGE	WORD COMPREHENSION	2ND GRADE TOTAL READ/MATH	WORD KNOWLEDGE	READING COMPREHENSION	3RD GRADE TOTAL READ/MATH
18. S.U.A.	Reading	2.5	2.1	2.5	3.0	3.2	3.0
	Math	2.1	1.8	1.7	3.5	3.5	3.1
30. U.A.	Reading	2.0	1.8	1.9	1.9	2.1	2.1
	Math	-	-	-	2.3	2.3	2.2
34. U.A.	Reading	2.6	2.6	2.2	3.0	3.2	3.3
	Math	2.4	3.0	2.2	3.1	3.5	3.2
35. U.A.	Reading	2.2	2.5	2.4	3.4	2.8	3.2
	Math	3.8	4.6	4.4	4.2	4.0	4.1
42. S.U.A.	Reading	2.2	1.8	1.5	2.5	2.3	2.4
	Math	2.1	3.3	3.4	3.1	3.3	3.3
43. S.U.A.	Reading	1.9	1.4	1.6	2.6	1.7	2.3
	Math	2.3	1.6	2.9	3.2	3.4	2.8
44. U.A.	Reading	1.7	3.0	2.3	2.9	3.4	3.0
	Math	2.2	2.1	2.5	2.3	2.7	2.5
45. U.A.	Reading	2.3	2.2	2.4	3.2	3.4	3.2
	Math	3.1	2.9	3.3	4.4	3.8	3.6
46. U.A.	Reading	2.5	2.0	2.4	3.3	4.2	3.5
	Math	2.4	3.4	2.7	2.8	3.8	4.5
47. U.A.	Reading	2.2	2.7	2.4	3.3	2.9	3.2
	Math	3.3	3.8	3.1	4.0	3.0	4.1
48. U.A.	Reading	2.2	2.1	2.5	3.0	3.0	2.5
	Math	3.2	3.6	4.4	4.4	4.8	4.0
49. U.A.	Reading	2.7	2.5	2.6	3.2	3.5	3.3
	Math	2.9	2.9	3.0	3.9	3.5	3.2

* See page 136

Comparison Between 2nd and 3rd Grade MATs
(Grade Equivalent -HIGHVIEW SCHOOL- Reading and Math

		* WORD KNOWLEDGE	WORD COMPREHENSION	2ND GRADE TOTAL READ/MATH	WORD KNOWLEDGE	READING COMPREHENSION	3RD GRADE TOTAL READ/MATH
51. S.U.A.	Reading	1.9	1.8	1.5	2.4	3.1	2.3
	Math				6.3	6.5	6.3
52. S.U.A.	Reading	1.5	2.5	1.0	2.5	3.2	2.6
	Math	2.6	4.0	3.2	3.0	4.6	3.5
53. U.A.	Reading	2.3	1.3	1.9	2.5	2.4	2.4
	Math	2.6	3.0	3.1	3.2	3.0	2.9
54. U.A.	Reading	2.0	1.9	2.1	2.3	2.3	2.3
	Math	2.6	3.4	3.0	3.9	3.3	2.7
55. S.U.A.	Reading	1.6	1.8	1.6	2.4	2.2	1.5
	Math				2.9	2.7	1.6

[illegible] headings apply only to reading. Math MAT has similar subsections. MAT Math compariso based on total Math (3rd column 2nd grade and total Math 6th column 3rd grade.

TABLE IX

Comparison Between 2nd and 3rd Grade MAT'S (Grade Equivalent) - Juniper Hill - Reading and Math

		2ND GRADE *WORD KNOWLEDGE	WORD COMPREHENSION	TOTAL READ/MATH	3RD GRADE WORD KNOWLFDGE	READING COMPREHENSION	TOTAL READ/MATH	GAI OR LOS
. U.A.	Reading Math	2.5 2.1	1.6 3.8	2.0 2.5	2.9 3.5	1.4 3.4	2.3 3.0	. .
. U.A.	Reading Math	1.9 2.3	1.7 2.9	1.9 1.7	1.9 2.8	1.3 3.3	1.4 3.2	-. 1.
. S.U.A.	Reading Math	2.1 2.4	2.0 2.3	1.3 2.6	3.4 3.4	3.3 3.3	3.3 2.7	2. .
	Reading Math	1.4 2.0	1.4 1.8	1.7 2.1	1.8 3.5	1.6 3.2	1.5 3.2	-. 1.
. S.U.A.	Reading Math	2.5 -	- 2.6	2.2 2.5	3.2 5.5	3.4 3.9	3.2 5.1	1. 2.
. U.A.	Reading Math	1.9 1.9	2.0 1.9	1.9 2.1	2.8 3.6	2.3 2.8	2.5 2.7	. .
. S.U.A.	Reading Math	1.9 1.9	1.9 1.3	2.1 1.3	3.6 1.9	2.8 2.2	2.7 2.0	. .
. U.A.	Reading Math	- 2.6	2.0 -	2.7 2.3	2.8 2.9	3.7 2.3	3.1 2.3	. .
. S.U.A.	Reading Math	2.4 2.2	2.1 2.7	2.5 2.4	2.6 2.0	3.6 2.9	3.0 3.3	. .
. U.A.	Reading Math	1.9 2.5	- 2.4	2.5 2.3	2.7 3.5	2.4 2.7	2.6 3.0	. .
. S.U.A.	Reading Math	1.6 2.4	2.2 2.2	1.1 2.4	4.4 4.3	3.6 4.2	3.9 5.1	2. 2.
. S.U.A.	Reading Math	1.9 2.1	1.9 2.0	1.7 2.5	2.3 2.9	3.2 2.7	2.6 3.0	. .

* See page 138

Comparison Between 2nd and 3rd Grade MAT'S (Grade Equivalent) - Juniper Hill - Reading and Math

		*WORD KNOWLEDGE	WORD COMPREHENSION	2ND GRADE TOTAL READ/MATH	WORD KNOWLEDGE	READING COMPREHENSION	3RD GRADE TOTAL READ/MATH	GAI OR LOS
. U.A.	Reading	2.5	1.6	2.0	2.9	1.4	2.3	.
	Math	2.1	3.8	2.5	3.5	3.4	3.0	.
. U.A.	Reading	1.9	1.7	1.9	1.9	1.3	1.4	-.
	Math	2.3	2.9	1.7	2.8	3.3	3.2	1.
. S.U.A.	Reading	2.1	2.0	1.3	3.4	3.3	3.3	2.
	Math	2.4	2.3	2.6	3.4	3.3	2.7	.
U.A.	Reading	1.4	1.4	1.7	1.8	1.6	1.5	-.
	Math	2.0	1.8	2.1	3.5	3.2	3.2	1.
. S.U.A.	Reading	2.5	-	2.2	3.2	3.4	3.2	1.
	Math	-	2.6	2.5	5.5	3.9	5.1	2.
. U.A.	Reading	1.9	2.0	1.9	2.8	2.3	2.5	.
	Math	1.9	1.9	2.1	3.6	2.8	2.7	.
. S.U.A.	Reading	1.9	1.9	2.1	3.6	2.8	2.7	.
	Math	1.9	1.3	1.3	1.9	2.2	2.0	.
. U.A.	Reading	-	2.0	2.7	2.8	3.7	3.1	.
	Math	2.6	-	2.3	2.9	2.3	2.3	.
. S.U.A.	Reading	2.4	2.1	2.5	2.6	3.6	3.0	.
	Math	2.2	2.7	2.4	2.0	2.9	3.3	.
. U.A.	Reading	1.9	-	2.5	2.7	2.4	2.6	.
	Math	2.5	2.4	2.3	3.5	2.7	3.0	.
7. S.U.A.	Reading	1.6	2.2	1.1	4.4	3.6	3.9	2.
	Math	2.4	2.2	2.4	4.3	4.2	5.1	2.
. S.U.A.	Reading	1.9	1.9	1.7	2.3	3.2	2.6	.
	Math	2.1	2.0	2.5	2.9	2.7	3.0	.

* See page 138

Comparison Between 2nd and 3rd Grade MATs
(Grade Equivalent) - JUNIPER HILL SCHOOL - Reading and Math

			* WORD KNOWLEDGE	WORD COMPREHENSION	2ND GRADE TOTAL READ/MATH	WORD KNOWLEDGE	READING COMPREHENSION	3RD GRADE TOTAL READ/MATH
19.	U.A.	Reading	2.2	1.7	1.7	2.9	3.2	2.9
		Math	2.7	2.7	2.5	2.9	2.8	3.1
20.	U.A.	Reading	2.3	2.7	2.3	2.0	2.2	2.0
		Math	2.1	2.3	2.2	2.9	2.8	3.3
21.	U.A.	Reading	2.2	2.2	2.3	2.8	2.6	2.6
		Math	-	-	2.5	3.2	3.0	1.9
23.	S.U.A.	Reading	2.4	2.6	1.6	3.0	3.0	3.0
		Math	2.5	1.4	2.3	2.3	1.9	2.3
24.	S.U.A.	Reading	2.3	2.7	1.3	3.1	2.9	3.0
		Math	-	-	-	3.7	3.0	3.6
25.	S.U.A.	Reading	1.9	1.8	1.3	1.9	2.2	1.9
		Math	2.5	2.3	2.0	3.6	3.1	3.2
	S.U.A.	Reading	1.7	2.9	2.2	3.3	3.0	3.1
		Math	3.8	2.7	1.6	3.3	3.0	3.1
28.	S.U.A.	Reading	2.4	2.1	1.7	2.5	2.7	2.5
		Math	2.0	1.5	2.4	3.4	3.0	3.4
30.	S.U.A.	Reading	1.9	2.1	1.8	2.8	3.6	3.1
		Math	-	2.7	2.7	3.8	3.4	3.2
32.	U.A.	Reading	2.4	2.6	2.6	4.1	3.6	3.8
		Math	2.7			4.0	4.6	
33.	S.U.A.	Reading	-	2.0	1.7	2.5	1.8	2.2
		Math	2.6	-	2.0	4.0	3.4	3.4
35.	S.U.A.	Reading	2.0	1.4	1.1	2.5	1.8	2.2
		Math	2.7	2.4	2.4	3.8	3.7	3.5
37.	S.U.A.	Reading	2.3	2.1	2.3	2.5	3.9	3.0
		Math	2.4	2.5	2.3	3.1	3.3	3.3

*Above headings apply only to reading. Math MAT has similar subsections. MAT Math comparison based on total Math (3rd column 2nd grade and total Math 6th column 3rd grade.

					2ND GRADE			3RD GRADE
			* WORD KNOWLEDGE	WORD COMPREHENSION	TOTAL READ/MATH	WORD KNOWLEDGE	READING COMPREHENSION	TOTAL READ/MATH
		Reading	2.2	1.7	1.7	2.9	3.2	2.9
19.	U.A.	Math	2.7	2.7	2.5	2.9	2.8	3.1
		Reading	2.3	2.7	2.3	2.0	2.2	2.0
20.	U.A.	Math	2.1	2.3	2.2	2.9	2.8	3.3
		Reading	2.2	2.2	2.3	2.8	2.6	2.6
21.	U.A.	Math	-	-	2.5	3.2	3.0	1.9
		Reading	2.4	2.6	1.6	3.0	3.0	3.0
23.	S.U.A.	Math	2.5	1.4	2.3	2.3	1.9	2.3
		Reading	2.3	2.7	1.3	3.1	2.9	3.0
24.	S.U.A.	Math	-	-	-	3.7	3.0	3.6
		Reading	1.9	1.8	1.3	1.9	2.2	1.9
25.	S.U.A.	Math	2.5	2.3	2.0	3.6	3.1	3.2
		Reading	1.7	2.9	2.2	3.3	3.0	3.1
	S.U.A.	Math	3.8	2.7	1.6	3.3	3.0	3.1
		Reading	2.4	2.1	1.7	2.5	2.7	2.5
28.	S.U.A.	Math	2.0	1.5	2.4	3.4	3.0	3.4
		Reading	1.9	2.1	1.8	2.8	3.6	3.1
30.	S.U.A.	Math	-	2.7	2.7	3.8	3.4	3.2
		Reading	2.4	2.6	2.6	4.1	3.6	3.8
32.	U.A.	Math	2.7			4.0	4.6	
		Reading	-	2.0	1.7	2.5	1.8	2.2
33.	S.U.A.	Math	2.6	-	2.0	4.0	3.4	3.4
		Reading	2.0	1.4	1.1	2.5	1.8	2.2
35.	S.U.A.	Math	2.7	2.4	2.4	3.8	3.7	3.5
		Reading	2.3	2.1	2.3	2.5	3.9	3.0
37.	S.U.A.	Math	2.4	2.5	2.3	3.1	3.3	3.3

*Above headings apply only to reading. Math MAT has similar subsections. MAT Math comparison based on total Math (3rd column 2nd grade and total Math 6th column 3rd grade.

TABLE X

Summary of Actual Average M.A.T. Gain per pupil in months for Underachievers and Severe Underachievers in Reading

READING	N	TOTAL OF M.A.T. SCORES	ACTUAL AVERAGE PER PUPIL
HV - U.A.	17	105	6.0
JH - U.A.	9	33	3.7
TOTAL	26	138	5.3
HV - S.U.A.	13	90	6.9
JH - S.U.A.	16	166	9.7
TOTAL	29	256	8.8

TABLE XI

Actual Average Gain (in months M.A.T.) per pupil for both Underachievers and Severe Underachievers in Reading

COMBINED TOTALS READING	N	TOTAL OF M.A.T SCORES	ACTUAL AVERAGE PER PUPIL
U.A.	26	138	5.3
S.U.A.	29	256	8.8
TOTAL	55	394	7.1

TABLE XII

Summary of Actual Average M.A.T. Gain in Months per pupil for Underachievers and Severe Underachievers in Mathematics

MATHEMATICS	N	TOTAL OF M.A.T. SCORES	ACTUAL AVERAGE PER PUPIL
HV - U.A.	15	67	4.4
JH - U.A.	8	43	5.4
TOTAL	23	110	4.8
HV - S.U.A.	11	63	5.7
JH - S.U.A.	14	147	10.5
TOTAL	25	210	8.4

TABLE XIII

Actual Average Gain (in months-M.A.T.)

per pupil for both Underachievers and Severe Underachievers

in Mathematics

MATHEMATICS	N	TOTAL OF M.A.T. SCORES	ACTUAL AVERAGE PER PUPIL
COMBINED U.A.	23	110	4.8
AND S.U.A.	25	210	8.4
TOTAL	48	320	6.7

TABLE XIV

Actual Average Gain per pupil in Months - M.A.T. -

For combined Reading and Mathematics Scores

COMBINED READING AND MATHEMATICS	N	TOTAL OF M.A.T. SCORES	ACTUAL AVERAGE PER PUPIL
READING	55	394	7.1
MATHEMATICS	48	320	6.7
TOTAL	103	714	6.9

Summary of Findings

1. In reading, Underachievers did much better at Highview (6.0 to 3.7 in Juniper Hill) whereas Severe Underachievers in Juniper Hill far surpassed those in Highview (9.7 to 6.9).

2. The combined Actual scores for both schools in reading of both the Underachievers and Severe Underachievers was 7.1 months vs. the Expected average gain of 5.7 months.

3. In mathematics, the Underachievers at Juniper Hill did slightly better (5.4 months gain) than the Underachievers at Highview (4.4 months gain). The Severe Underachievers at Juniper Hill registered almost twice the increase that Severe Underachievers achieved at Highview (10.5 months gain for Juniper Hill vs. 5.7 months gain at Highview).

4. The combined Actual scores for both schools in mathematics of both the Underachievers and Severe Underachievers was 6.7 months in comparison to the expected average gain of 7.0 months.

5. The Severe Underachievers in both schools did better in reading 8.8 and mathematics 8.4 in comparison to the Underachievers 5.3 in reading and 4.8 in mathematics.

TABLE XV

Comparisons between 2nd and 3rd Grade M.A.T.'s
(Grade Equivalents) in Reading and Mathematics -
Expected vs. Actual Gains for Target Population Children*

School		Pre Test	Expected Gains Post Test Predicted**	Post Test Actual	Expected Average Gain Per Pupil	Actual Average Gain Per Pupil
Reading	N					
JH	34	Mean 2.49	3.07	3.18		
HV	47	Mean 2.46	3.03	3.23		
Total	81	Mean 2.47	3.04	3.20	5.7 mos.	7 mos.
Math	N					
JH	32	Mean 2.68	3.30	3.50		
HV	43	Mean 2.93	3.66	3.54		
Total	75	Mean 2.82	3.52	3.53	7 mos.	7 mos.

* Target population is 81 students who were diagnosed as having academic, behavioral, physical and developmental dysfunctioning and include the 55 third graders who were identified as being either Underachievers and Severe Underachievers.

** Historical Regression based upon previous achievement scores.

TABLE XVI

Comparison of a Randomly Selected Group of Thirty (30) 3rd Graders' Gains In Reading Book Level and Graded Word Reading List

	No. Gain Less Than 6 Mos.	6 Month Gain	1 Year Gain	1 1/2 Yrs. or More Gain
Percentage (%) Pupil Gain in *Reading Book Level	0	20%	43%	37%
N = 30	N = 0	N = 6	N = 13	N = 11
	80% of pupils gained 1 or more years in Reading Book Level			
Percentage (%) Pupil Gain in **Graded Word Reading List	3%	20%	47%	30%
N = 30	N = 1	N = 6	N = 14	N = 9
	77% of pupils gained 1 or more years in Graded Word Reading List			

* PP-Pre Primer, Primer
1^1, 1^2, 2^1, 2^2, 3^1, 3^2, 4^1

** Houghton-Mifflin
Word List

Summary of Findings

1. Expected gains of target population 3rd graders in reading and mathematics (based upon previous test performance) was 5.7 and 7 months. Actual gains were 7 months in reading and 7 months in math. An historical regression ratio was computed to arrive at expected gains.

2. Both Juniper Hill and Highview showed rather equivalent scores in reading and a modest difference in mathematics. On the latter, both schools demonstrated roughly similar amounts of gain from pre-testing.

3. In reading, the amount of gain (average achievement gains per pupil) for underachieving pupils increased, and in mathematics, the amount of gain remained equal.

4. Of 30 randomly selected 3rd graders (15 pupils from each of Juniper Hill and Highview Schools), 80% gained 1 or more years in the book level they were reading, and 77% gained 1 or more years on a graded word reading list.

5. While test performance on the M.A.T. shows modest and relatively expected gains, actual pupil performance in

class as measured by the book read and the ability to read words shows substantial growth.

STATISTICAL REGRESSION

READING - ALL UNDERACHIEVERS - THIRD GRADE

PUPIL NO.	PRE-TEST	PRE-TEST PREDICTED	POST-TEST ACTUAL	DIFFERENCE	DIFFERENCE SQUARED
U.A. 1	2.0	2.4	2.3	- .1	.01
U.A. 2	1.9	2.3	1.4	- .9	.81
U.A. 8	1.9	2.3	2.5	+ .2	.04
U.A. 10	2.7	3.4	3.1	- .3	.09
U.A. 15	2.5	3.1	2.6	- .5	.25
U.A. 19	1.7	2.0	2.9	+ .9	.81
U.A. 20	2.3	2.9	2.0	- .9	.81
U.A. 21	2.3	2.9	2.6	- .3	.09
U.A. 32	2.6	3.2	3.8	+ .6	.36
U.A. 3	3.8	4.9	3.9	-1.0	1.00
U.A. 4	2.2	2.7	2.9	+ .2	.04
U.A. 5	2.4	3.0	2.6	- .4	.16
U.A. 7	2.3	2.9	4.2	+1.3	1.70
U.A. 15	2.8	3.5	3.2	- .3	.09
U.A. 23	2.7	3.4	2.7	- .7	.49
U.A. 30	1.9	2.3	2.1	- .2	.04
U.A. 34	2.2	2.7	3.3	+ .6	.36
U.A. 35	2.4	3.0	3.2	+ .2	.04
U.A. 44	2.3	2.9	3.0	+ .1	.01
U.A. 45	2.4	3.0	3.2	+ .2	.04
U.A. 46	2.4	3.0	3.5	+ .5	.25
U.A. 47	2.4	3.0	3.2	+ .2	.04
U.A. 48	2.5	3.1	2.5	- .6	.36

STATISTICAL REGRESSION

READING - ALL UNDERACHIEVERS - THIRD GRADE

PUPIL NO.	PRE-TEST	PRE-TEST PREDICTED	POST-TEST ACTUAL	DIFFERENCE	DIFFERENCE SQUARED
U.A. 49	2.6	3.2	3.3	+ .1	.01
U.A. 53	1.9	2.3	2.4	+ .1	.01
U.A. 54	2.1	2.6	2.3	- .3	.09
Total	6.12	7.60	7.47	3.55	8.00

TABLE XVII

AN HISTORICAL REGRESSION RATIO FOR ALL UNDERACHIEVERS 3RD GRADE - READING

	PUPIL NO.	PRE-TEST	POST-TEST PREDICTED	POST-TEST ACTUAL	DIFFERENCE	DIFFERENCE SQUARED
	U.A. 1	2.0	2.4	2.3	- .1	.01
	U.A. 2	1.9	2.3	1.4	- .9	.81
	U.A. 8	1.9	2.3	2.5	+ .2	.04
	U.A. 10	2.7	3.4	3.1	- .3	.09
	U.A. 15	2.5	3.1	2.6	- .5	.25
	U.A. 19	1.7	2.0	2.9	+ .9	.81
	U.A. 20	2.3	2.9	2.0	- .9	.81
	U.A. 21	2.3	2.9	2.6	- .3	.09
*	U.A. 32	2.6	3.2	3.8	+ .6	.36
	U.A. 3	3.8	4.9	3.9	-1.0	1.00
	U.A. 4	2.2	2.7	2.9	+ .2	.04
	U.A. 5	2.4	3.0	2.6	- .4	.16
*	U.A. 7	2.3	2.9	4.2	+1.3	1.70
	U.A. 15	2.8	3.5	3.2	- .3	.09
	U.A. 23	2.7	3.4	2.7	- .7	.49
	U.A. 30	1.9	2.3	2.1	- .2	.04
	U.A. 34	2.2	2.7	3.3	+ .6	.36
	U.A. 35	2.4	3.0	3.2	+ .2	.04
	U.A. 44	2.3	2.9	3.0	_ .1	.01
	U.A. 45	2.4	3.0	3.2	+ .2	.04
*	U.A. 46	2.4	3.0	3.5	+ .5	.25

* Not Recommended for continuation in intervention program for 1975-76

TABLE XVII (cont'd)

AN HISTORICAL REGRESSION RATIO
FOR ALL UNDERACHIEVERS
3RD GRADE - READING

PUPIL NO.	PRE-TEST	POST-TEST PREDICTED	POST-TEST ACTUAL	DIFFERENCE	DIFFERENCE SQUARED
U.A. 47	2.4	3.0	3.2	+ .2	.04
U.A. 48	2.5	3.1	2.5	- .6	.36
U.A. 49	2.6	3.2	3.3	[illegible]	.01
U.A. 53	1.9	2.3	2.4	+ [illegible]	.01
U.A. 54	2.1	2.6	2.3	[illegible]	.09
TOTAL	6.12	7.60	7.47		8.00

STATISTICAL REGRESSION

READING - ALL SERIOUS UNDERACHIEVERS

PUPIL NO.	PRE-TEST	PRE-TEST PREDICTED	POST-TEST ACTUAL	DIFFERENCE	DIFFERENCE SQUARED
S.U.A. 3	1.3	1.5	3.3	+1.8	3.20
S.U.A. 4	1.7	2.0	1.5	- .5	.25
S.U.A. 6	2.2	2.7	3.2	+ .5	.25
S.U.A. 9	2.1	2.6	2.7	+ .1	.01
S.U.A. 12	2.5	3.1	3.0	- .1	.01
S.U.A. 17	1.1	1.1	3.6	+2.5	6.30
S.U.A. 18	1.7	2.0	2.6	+ .6	.36
S.U.A. 23	1.6	1.8	3.0	+1.2	1.40
S.U.A. 24	1.3	1.5	3.0	+1.5	2.30
S.U.A. 25	1.3	1.5	1.9	+ .4	.16
S.U.A. 27	2.2	2.7	3.1	+ .4	.16
S.U.A. 28	1.7	2.0	2.5	+ .5	.25
S.U.A. 30	1.8	2.1	3.1	+1.0	1.00
S.U.A. 33	1.7	2.0	2.2	+ .2	.04
S.U.A. 35	1.1	1.1	2.2	+1.1	1.20
S.U.A. 37	2.3	2.9	3.0	+ .1	.01
S.U.A. 1	1.6	1.8	1.9	+ .1	.01
S.U.A. 2	1.8	2.1	2.3	+ .2	.04
S.U.A. 17	1.9	2.3	2.5	+ .2	.04
S.U.A. 20	1.2	1.3	3.4	+2.1	4.60
S.U.A. 24	1.0	1.0	1.8	+ .8	.64
S.U.A. 26	2.5	3.1	2.4	- .7	.49
S.U.A. 27	1.9	2.3	2.2	- .1	.01

STATISTICAL REGRESSION

READING - ALL SERIOUS UNDERACHIEVERS

PUPIL NO.	PRE-TEST	PRE-TEST PREDICTED	POST-TEST ACTUAL	DIFFERENCE	DIFFERENCE SQUARED
S.U.A. 18	2.5	3.1	3.0	- .1	.01
S.U.A. 42	1.5	1.7	2.4	+ .7	.49
S.U.A. 43	1.6	1.8	2.3	+ .5	.25
S.U.A. 51	1.5	1.7	2.3	+ .6	.36
S.U.A. 52	1.0	1.0	2.6	+1.6	2.60
S.U.A. 55	1.6	1.8	1.5	- .3	.09
Total	4.52	5.59	6.92	1.24	26.35

TABLE XVIII

AN HISTORICAL REGRESSION RATIO FOR ALL SERIOUS UNDERACHIEVERS 3RD GRADE - READING

PUPIL NO.	PRE-TEST	POST-TEST PREDICTED	POST-TEST ACTUAL	DIFFERENCE	DIFFERENCE SQUARED
S.U.A. 3	1.3	1.5	3.3	+1.8	3.20
S.U.A. 4	1.7	2.0	1.5	- .5	.25
S.U.A. 6	2.2	2.7	3.2	+ .5	.25
S.U.A. 9	2.1	2.6	2.7	+ .1	.01
S.U.A. 12	2.5	3.1	3.0	- .1	.01
* S.U.A. 17	1.1	1.1	3.6	+2.5	6.30
S.U.A. 18	1.7	2.0	2.6	+ .6	.36
S.U.A. 23	1.6	1.8	3.0	+1.2	1.40
S.U.A. 24	1.3	1.5	3.0	+1.5	2.30
S.U.A. 25	1.3	1.5	1.9	+ .4	.16
S.U.A. 27	2.2	2.7	3.1	+ .4	.16
S.U.A. 28	1.7	2.0	2.5	+ .5	.25
S.U.A. 30	1.8	2.1	3.1	+1.0	1.00
S.U.A. 33	1.7	2.0	2.2	+ .2	.04
S.U.A. 35	1.1	1.1	2.2	+1.1	1.20
S.U.A. 37	2.3	2.9	3.0	+.1	.01
S.U.A. 1	1.6	1.8	1.9	+ .1	.01
S.U.A. 2	1.8	2.1	2.3	+ .2	.04
S.U.A. 17	1.9	2.3	2.5	+ .2	.04
* S.U.A. 20	1.2	1.3	3.4	+2.1	4.60
S.U.A. 24	1.0	1.0	1.8	+ .8	.64

* Not Recommended for continuation in intervention program for 1975-76

TABLE XVIII (cont'd)

AN HISTORICAL REGRESSION RATIO
FOR ALL SERIOUS UNDERACHIEVERS
3RD GRADE - READING

PUPIL NO.	PRE-TEST	POST-TEST PREDICTED	POST-TEST ACTUAL	DIFFERENCE	DIFFERENCE SQUARED
S.U.A. 26	2.5	3.1	2.4	- .7	.49
S.U.A. 27	1.9	2.3	2.2	- .1	.01
S.U.A. 13	2.5	3.1	3.0	- .1	.01
S.U.A. 42	1.5	1.7	2.4	+ .7	.49
S.U.A. 43	1.6	1.8	2.3	+ .5	.25
S.U.A. 51	1.5	1.7	2.3	+ .6	.36
S.U.A. 52	1.0	1.0	2.6	+1.6	2.60
S.U.A. 55	1.6	1.8	1.5	- .3	.09
TOTAL	4.52	5.59	6.92	1.24	26.35

STATISTICAL REGRESSION

MATHEMATICS - ALL UNDERACHIEVERS - THIRD GRADE

PUPIL NO.	PRE-TEST	PRE-TEST PREDICTED	POST-TEST ACTUAL	DIFFERENCE	DIFFERENCE SQUARED
U.A. 2	-	-	2.5	-	-
U.A. 3	2.4	3.0	3.1	+ .1	.01
U.A. 4	3.1	4.0	4.4	+ .4	.16
U.A. 5	3.1	4.0	3.0	-1.0	1.00
U.A. 7	2.0	2.4	3.0	+ .6	.36
U.A. 15	2.3	2.9	3.2	+ .3	.09
U.A. 23	2.4	3.0	3.1	+ .1	.01
U.A. 30	-	-	2.2	-	-
U.A. 34	2.2	2.7	3.2	+ .5	.25
U.A. 35	4.4	5.8	4.1	-1.7	2.90
U.A. 44	2.5	3.1	2.5	- .6	.36
U.A. 45	3.3	4.1	3.6	- .5	.25
U.A. 46	2.7	3.4	4.5	+1.1	1.20
U.A. 47	3.1	4.0	4.1	+ .1	.01
U.A. 48	4.4	5.8	4.0	-1.8	3.20
U.A. 49	3.0	3.8	3.2	- .6	.36
U.A. 53	3.1	4.0	2.9	-1.1	1.20
U.A. 54	3.0	3.8	2.7	-1.1	1.20
U.A. 1	2.5	3.1	3.0	- .1	.01
U.A. 2	1.7	2.0	3.2	+1.2	1.40
U.A. 8	2.1	2.6	2.7	+ .1	.01
U.A. 10	2.3	2.9	2.3	- .6	.36
U.A. 15	2.3	2.9	3.0	+ .1	.01

STATISTICAL REGRESSION

MATHEMATICS - ALL UNDERACHIEVERS - THIRD GRADE

PUPIL NO.	PRE-TEST	PRE-TEST PREDICTED	POST-TEST ACTUAL	DIFFERENCE	DIFFERENCE SQUARED
U.A. 19	2.5	3.1	3.1	0	0
U.A. 20	2.2	2.7	3.3	+ .6	.36
U.A. 21	2.5	3.1	1.9	-1.2	1.40
U.A. 32	-	-	-	-	-
Total	6.51	8.22	8.18	-5.10	16.11

TABLE XIX

AN HISTORICAL REGRESSION RATIO
FOR ALL UNDERACHIEVERS
3RD GRADE - MATHEMATICS

PUPIL NO.	PRE-TEST	POST TEST PREDICTED	POST-TEST ACTUAL	DIFFERENCE	DIFFERENCE SQUARED
U.A. 2	-	-	2.5	-	-
U.A. 3	2.4	3.0	3.1	+ .1	.01
* U.A. 4	3.1	4.0	4.4	+ .4	.16
U.A. 5	3.1	4.0	3.0	-1.0	1.00
U.A. 7	2.0	2.4	3.0	+ .6	.36
U.A. 15	2.3	2.9	3.2	+ .3	.09
U.A. 23	2.4	3.0	3.1	+ .1	.01
U.A. 30	-	-	2.2	-	-
U.A. 34	2.2	2.7	3.2	+ .5	.25
* U.A. 35	4.4	5.8	4.1	-1.7	2.90
U.A. 44	2.5	3.1	2.5	- .6	.36
* U.A. 45	3.3	4.1	3.6	- [illegible]	.25
* U.A. 46	2.7	3.4	4.5	[illegible]	1.20
* U.A. 47	3.1	4.0	4.1	+ .1	.01
U.A. 48	4.4	5.8	4.0	-1.8	3.20
U.A. 49	3.0	3.8	3.2	- .6	.36
U.A. 53	3.1	4.0	2.9	-1.1	1.20
U.A. 54	3.0	3.8	2.7	-1.1	1.20
U.A. 1	2.5	3.1	3.0	- .1	.01
U.A. 2	1.7	2.0	3.2	+1.2	1.40
U.A. 8	2.1	2.6	2.7	+ .1	.01

*
Not Recommended for contination in intervention program for 1975-76

TABLE XIX (cont'd)

AN HISTORICAL REGRESSION RATIO
FOR ALL UNDERACHIEVERS
3RD GRADE - MATHEMATICS

PUPIL NO.	PRE-TEST	POST-TEST PREDICTED	POST-TEST ACTUAL	DIFFERENCE	DIFFERENCE SQUARED
U.A. 10	2.3	2.9	2.3	- .6	.36
U.A. 15	2.3	2.9	3.0	+ .1	.01
U.A. 19	2.5	3.1	3.1	0	0
U.A. 20	2.2	2.7	3.3	= .6	.36
U.A. 21	2.5	3.1	1.9	-1.2	1.40
U.A. 32	-	-	-	-	-
TOTAL	6.51	8.22	8.18	-5.10	16.11

STATISTICAL REGRESSION

MATHEMATICS - ALL SERIOUS UNDERACHIEVERS

PUPIL NO.	PRE-TEST	PRE-TEST PREDICTED	POST-TEST ACTUAL	DIFFERENCE	DIFFERENCE SQUARED
S.U.A. 1	2.0	2.4	1.8	- .6	.36
S.U.A. 17	2.0	2.4	2.7	+ .3	.09
S.U.A. 20	1.7	2.0	4.1	+2.1	4.40
S.U.A. 24	4.0	5.2	3.5	-1.7	2.90
S.U.A. 26	3.3	4.3	3.9	- .4	.16
S.U.A. 27	3.7	4.8	3.4	-1.4	2.00
S.U.A. 18	1.7	2.0	3.1	-1.1	1.20
S.U.A. 42	3.4	4.4	3.3	-1.1	1.20
S.U.A. 43	2.9	3.7	2.8	- .9	.81
S.U.A. 52	3.2	4.1	3.5	- .6	.36
S.U.A. 55	-	-	1.6	-	-
S.U.A. 3	2.6	3.2	2.7	- .5	.25
S.U.A. 4	2.1	2.6	3.2	+ .6	.36
S.U.A. 6	2.5	3.1	5.1	+2.0	4.00
S.U.A. 9	1.3	1.5	2.0	+ .5	.25
S.U.A. 12	2.4	3.0	3.3	+ .3	.09
S.U.A. 17	2.4	3.0	5.1	+2.1	4.40
S.U.A. 18	2.5	3.1	3.0	- .1	.01
S.U.A. 23	2.3	2.9	2.3	- .6	.36
S.U.A. 24	-	-	3.6	-	-
S.U.A. 25	2.0	2.4	3.2	+ .8	.64
S.U.A. 27	1.6	1.8	3.1	+1.3	1.70
S.U.A. 28	2.4	3.0	3.4	+ .4	.16
S.U.A. 51	-	-	6.3	-	-

STATISTICAL REGRESSION

MATHEMATICS - ALL SERIOUS UNDERACHIEVERS

PUPIL NO.	PRE-TEST	PRE-TEST PREDICTED	POST-TEST ACTUAL	DIFFERENCE	DIFFERENCE SQUARED
S.U.A. 30	2.7	3.6	3.2	- .4	.16
S.U.A. 33	2.0	2.4	3.4	+1.0	1.00
S.U.A. 35	2.4	3.0	3.5	+ .5	.25
S.U.A. 37	2.3	2.9	3.3	+ .4	.16
Total	6.14	7.38	8.81	2.60	27.28

TABLE XX

AN HISTORICAL REGRESSION RATIO FOR ALL SERIOUS UNDERACHIEVERS 3RD GRADE - MATHEMATICS

PUPIL NO.	PRE-TEST	POST-TEST PREDICTED	POST-TEST ACTUAL	DIFFERENCE	DIFFERENCE SQUARED
S.U.A.	2.0	2.4	1.8	- .6	.36
S.U.A. 17	2.0	2.4	2.7	+ .3	.09
* S.U.A. 20	1.7	2.0	4.1	+2.1	4.40
S.U.A. 24	4.0	5.2	3.5	-1.7	2.90
* S.U.A. 26	3.3	4.3	3.9	- .4	.16
S.U.A. 27	3.7	4.8	3.4	-1.4	2.00
S.U.A. 18	1.7	2.0	3.1	-1.1	1.20
S.U.A. 42	3.4	4.4	3.3	-1.1	1.20
S.U.A. 43	2.9	3.7	2.8	-.9	.81
S.U.A. 52	3.2	4.1	3.5	-.6	.36
S.U.A. 55	-	-	1.6	-	-
S.U.A. 3	2.6	3.2	2.7	-.5	.25
S.U.A. 4	2.1	2.6	3.2	+.6	.36
* S.U.A. 6	2.5	3.1	5.1	+2.0	4.00
S.U.A. 9	1.3	1.5	2.0	+.5	.25
S.U.A. 12	2.4	3.0	3.3	+.3	.09
* S.U.A. 17	2.4	3.0	5.1	+2.1	4.40
S.U.A. 18	2.5	3.1	3.0	- .1	.01
S.U.A. 23	2.3	2.9	2.3	- .6	.36
S.U.A. 24	-	-	3.6	-	-
S.U.A. 25	2.0	2.4	3.2	+ .8	.64

*Not Recommended for continuation in intervention program for 1975-76

TABLE XX (cont'd)

AN HISTORICAL REGRESSION RATIO
FOR ALL SERIOUS UNDERACHIEVERS
3RD GRADE - MATHEMATICS

PUPIL NO.	PRE-TEST	POST-TEST PREDICTED	POST-TEST ACTUAL	DIFFERENCE	DIFFERENCE SQUARED
S.U.A. 27	1.6	1.8	3.1	+1.3	1.70
S.U.A. 28	2.4	3.0	3.4	+ .4	.16
S.U.A. 51	-	-	6.3	-	-
S.U.A. 30	2.7	3.6	3.2	- .4	.16
S.U.A. 33	2.0	2.4	3.4	+1.0	1.00
S.U.A. 35	2.4	3.0	3.5	+ .5	.25
S.U.A. 37	2.3	2.9	3.3	+ .4	.16
TOTAL	6.14	7.38	8.81	2.60	27.28

TABLE XXI

Actual vs. Expected Gains of Identified Underachievers and Severe Underachievers in Reading and Mathematics in third grade on the M.A.T., 1974 vs. 1975****

READING	N	*** PRE-TEST	POST-TEST PREDICTED	POST-TEST ACTUAL	AVERAGE PUPIL GAIN IN MONTHS	t TESTS	LEVEL OF SIGNIFICANCE
*U.A.	26	2.35	2.92	2.87	.52	.45	Not Significant
**S.U.A.	29	1.69	1.97	2.56	.87	4.11	Significant at .01 Level
TOTAL	55	2.00	2.42	2.71	.71	2.85	Significant at .05 Level

READING	N	PRE-TEST	POST-TEST PREDICTED	POST-TEST ACTUAL	AVERAGE PUPIL GAIN IN MONTHS	t TESTS	LEVEL OF SIGNIFICANCE
U.A.	24	2.71	3.47	3.21	.50	1.43	Not Significant
S.U.A.	25	2.45	3.03	3.28	.83	.50	Not Significant
TOTAL	49	2.58	3.27	3.24	.66	.40	Not Significant

* U.A. - Underachiever - identified pupil less than one year below grade.

** S.U.A. - Severe Underachiever - identified pupil more than one year below grade level.

*** PRE-TEST - Scores are reported in Means.

**** Application of a t ratio to the difference between a Pre-Test and Post-Test as recommended by the New York State Education Department of Evaluation for an Historical Regression Ratio in treating a small sample.

Summary of Findings - Reading

1. The total target population achieved beyond expectancy in the intervention project. The inference is that the treatment plan (the intervention process) was accountable for the increase in actual reading gains over expected reading gains.

2. The Severe Underachievers, as a sub-group, demonstrated statistically significant gains beyond expectancy.

3. Underachievers (those who were less than a year below grade level) showed an average pupil gain of 5 months growth, however, this was not statistically significant.

4. The average per pupil gain (for the total group) was 7 months and this represents a greater increase in pupil gain than previous baseline data indicate and was statistically significant.

Summary of Findings - Mathematics

1. No statistical significance in actual vs expected gains for any of the sub groups (U.A. and S.U.A.) nor for the total group.

2. Absolute gains were also 7 months for the total group.

3. Actual gains over expected gains were realized in mathematics for the previous baseline period.

Case Studies

In an effort to present another dimension of the effects of the intervention program, brief case studies were prepared. For each child chosen, there is a summary report from the different disciplines, plus the overall picture as developed by the team in each school. The names are fictitious to insure the privacy and protection of each child.

It should be obvious that there is no formula which guarantees that if a, b and c is implemented that the child will react as predicted. However, the progress and growth demonstrated in the following selected examples illustrate how the intervention team functioned in meeting the needs of individual pupils with special needs.

CASE I

Introduction

Bruce was eight years old when school began and had been retained in second grade. It was almost immediately apparent that it was going to be very difficult to maintain the child in this placement. After much deliberation, at the initial intervention conferences, it was decided that retention for this child was not helpful and served to further complicate the stress and failure that he already experienced. A program was developed which maximized the amount of daily one-to-one instruction. This was largely accomplished by the work of the teacher assistant and the learning disability specialist with whom Bruce had developed good relationships. Within a more responsive, accepting and carefully structured learning environment, Bruce began to develop more academic and social skills.

The transfer to a third grade class was somewhat difficult since Bruce's reputation preceded him. Other youngsters either feared him or found him to be a convenient recipient for negative feelings. Bruce tends to react to this by appearing tougher and is ready to defend his honor at any cost. This behavior only serves to reinforce the opinions others have of him and to keep him and to keep others at a distance. With little positive feedback, then, Bruce began this year at school with more of a feeling of defeat and rejection than anything else.

Psychological Notes

Bruce is a highly distractible, impulsive and hyperactive child who displays perceptual-motor impairments, emotional lability and disorders of speech. Although of normal intelligence, his thinking can appear to be highly disorganized with a tendency to shift from one topic to another. He also appears to be somewhat depressed and feels victimized by others. Conference material indicates that Bruce did not speak until he was three years of age. Early history also seems to suggest much sensory deprivation and rigid demands. The death of his father was seen as a real trauma for Bruce. In summary, much of his early experience was negative and characterized by abandonment, deprivation, hositilities, etc.

Bruce's needs are indeed complex and multiple and can be met only where special services are available as well as a warm, accepting learning environment. Throughout this year, many people who have worked with Bruce have been impressed by his eagerness to learn and to do well in spite of his basic feelings about himself and the world. With the opportunity to work individually with adults at school, Bruce began to form some positive relationships with others and also was able to sustain more concentrated effort and to cooperate to a greater degree. He has now been able to take part in some class activities which was impossible earlier this year.

In conference with Bruce's mother, there was some initial ambivalence in recognizing and accepting the serious nature of Bruce's behavior. Over the year, however, Mrs. B. has initiated psychiatric treatment for Bruce, and the family, and has allowed the school to consult freely with her doctor. She has also demonstrated her cooperativeness in other ways and has begun to be more realistic about her child's needs and his means of coping with the world at large. Consequently, Bruce has begun to take more responsibility for his own actions and to behave in more appropriate ways.

Since the beginning of the day was often difficult for Bruce, the intervention team tried to develop a program that would give him some support at this time. With administrative and staff cooperation, the teaching assistant was released to work with Bruce and help him to start off each day postively. He was also seen in the morning daily by the learning disability teacher and had regular meetings with the speech therapist. Other staff members worked with Bruce on occasion and kept a regular consultative meeting schedule with his classroom teacher.

There is no question that Bruce is a very needy child, but this year seems to represent somewhat of a turning point in his life. It seems to be the first time that his needs are being realistically addressed, both at home and at school. He has been able to sustain more concentrated effort and has moved ahead academically. He has formed some positive relationships this year and is beginning to be able to delay immediate gratification needs and exhibits more control over his impulses. He needs much help in defining himself and the world around him. The more positive this becomes, the more attainable will be his success and his place within our schools and the larger society.

Reading

Although Bruce made a rather troubled and problematic start this year, overall there has been progress. Once settled in a more responsive, accepting and carefully structured situation, he emerged as a youngster eager to learn, who could learn and who suffered keenly over his slow progress and poor peer relationships. While this new arrangement worked quite well, the year was not without incidents and upsets, but they were fewer and usually lesser in degree.

In reading, Bruce's skills in word recognition were very poor, and at the primer level he experienced great difficulty. His comprehension nevertheless was surprisingly good. His greatest difficulty was in remaining still and staying with a task for any length of time. His ability to do this improved considerably over the year, although the need for individual instruction remained constant. Both reading consulting and reading facilitator monitored his reading performance and program and made changes and suggestions as required in consultation with the teacher and teacher assistant. Their comments reveal steady progress, involvement with the material, excellent comprehension and always a responsive, cooperative child. Whenever possible, Bruce was allowed to self-select materials, although necessarily among limited choices. Language experience stories were used in which Bruce dictated a story which was then used for instruction, as well as basal readers and phonics workbooks. The pace of instruction was kept slow, and sometimes moves were made to new materials at the same level. However, the movement has been gradually upward.

Bruce is now reading a 1^2 basal, and he can sound out words and write words from dictation, which, while not always correctly spelled, are phonetically accurate. He frequently can find errors in syntax when he proofreads his own material. Academic progress is indisputable, and there is clearly effort to control behavior. Ability to work independently or in a group has not yet been attained.

Summary: Case I

In an end-term evaluation and placement session, the intervention team reconvened to consider Bruce's progress. It was our belief that we, as educators in the broadest sense of the word, could contribute to his progress in many significant ways, and that we were responsible to explore all available resources for this to occur. We are presently seeking placement at Bailey School so that Bruce can take part in the resource program. Regular class placement in fourth grade needs to be carefully considered. A flexible and accepting learning environment in which Bruce can find the support he needs to learn and to grow, plus other special services, need to be provided. Information on past history, progress and effective materials and methods will be forwarded to the receiving school. The reading facilitator will be in a position to interpret this information at the initial intervention conferences at the receiving school. With this kind of orchestration, Bruce may have the opportunity to further that positive beginning with increasing effectiveness.

CASE II

Introduction

Judy began this year at school in a highly agitated state. All of those who came into contact with her were immediately struck by her anger and resentment and found working with her to be quite difficult. She made many demands upon others, and her peer relationships were mostly competitive and superficial. Judy was repeating second grade, and was going to be eight years old in October. At the initial intervention conferences, Judy was already known to those who worked in the building, and the need to focus on the complexity of her difficulties was obvious. Her class placement was viewed as appropriate, but her ability or willingness to adjust to this new class was questionable. A fuller diagnostic work-up was immediately initiated to obtain clearer information about her ability to learn and to perform and to work with others in a regular educational environment.

Judy and a group of children within the class formed a little "clique," which seemed to reinforce each other's most negative behavior. This, of course, added to Judy's difficulties and made the class situation look even more untenable. Both the social worker and psychologist established relationships with this group of children and met with their parents to encourage their cooperation in this matter, and to facilitate more communication between the home and the school. During the initial part of the school year, informal intervention conferences were held with Judy's teacher, the reading teacher and facilitator, the psychologist, the social worker, and the speech therapist who also worked with Judy for some time. The school nurse was also alerted to Judy's situation, since Judy had been absent so often during the past school year. The mathematics facilitator was also involved in the intervention process, and worked with Judy and her teacher to establish an appropriate program.

Psychological Notes

Judy presented herself as an uncompromising, curious and highly-determined child who would stop at nothing to reach her objective. At the beginning of the school year, her anger was very intense, and she was highly suspicious and distrusting of others. She would reject any overtures of affection or friendliness, although she seemed to crave warmth and support. She seemed to distrust her own abilities, and was frustrated with her lack of success. She felt deeply her incompetence and felt unworthy. She displayed oral-gratification needs and often sought after food or money. She was quite defensive, fought easily and seemed to be angry and grumbling almost all of the time.

Testing revealed that Judy had developed few skills and had internalized little information related to the academic world. On the other hand, she seemed more related to survival, and her use of common sense, judgment and memory were keen. Her verbal concept formation was adequate, and she did demonstrate some capacity for associated thinking and remote memory. Her ability to recall auditory information in proper sequence and detail is adequate, and her ability to hold attention to synthesize and organize in a structured situation can be encouraged. Her weaknesses were more related to visual-conceptual abilities although she demonstrated good visual-motor ability. She seemed to learn piecemeal and demonstrated a trial-and-error approach to learning.

Judy's anxiety and deep sense of failure seemed to interfere with her ability to do well during testing. She tended to give up quickly and needed encouragement and support to continue and to put effort into her performance. When challenged, however, Judy could sustain much concentrated effort and seemed more interested in her performance. Where she could judge her own success, she would put forth more energy. She was somewhat dependent upon model and prompts during testing, and responded well to support and encouragement. Judy also needs to have clear limits set for her to function optimally. One would also do better to reinforce this child's awareness of the goals or reason behind any assignment or task.

In subsequent consultation with Judy's teacher, these testing results and observations were communicated. With ongoing intervention from many sources, Judy's strengths and ability to perform and become more cooperative were more fully understood. A program which would maximize successful experiences was built up for this child which allowed her to participate within the process. This was very important to Judy, and her anger and resentment began to wane. Judy began to develop more positive relationships with others, and can now accept warmth and support from others. She has been able to use her incredible drive and determination for learning during this school year and has made much progress. Her physical appearance alone is enough to impress anyone who remembers the first few days of this school term -- from an unattractive, angry, demanding child, she has become a pleasant, appropriate, patient and cooperative youngster who has even begun to smile spontaneously.

Reading

At the first intervention conference, the problem of Judy was raised by her teacher, not only because she had been retained, but also because of her angry, resistive behavior, which, as noted before, characterized her entire school history. She presented particular problems in reading. While she had attained a primer level in reading by the end of the preceding year, evaluation at the beginning of this year showed considerable loss over the summer and the need to start at a beginning preprimer level in a different series. Judy, however, had definite ideas of her own. She had fastened on a particular hard-cover primer, a difficult one, and would have nothing else. The reading record of first contact this year noted: "This is a capable child who is strong-willed and aspires to learn. She lacks discipline to work but, when involved, effort is impressive. She requires nurturing and strong, clear limits." Using this as our cue, Judy was given the choice of using the initially-prescribed material or following a program preparatory to being able to handle the book she so strongly desired. This was to be a real choice. The vocabulary of the preceding three preprimers had to be mastered. To this end, all the pages from the workbook that introduced and practiced this vocabulary were removed from the workbook and placed in a folder and left with her teacher. This was a considerable number, about 50. Judy understood that all the pages had to be done, and the words had to be known in other contexts as well. It was Judy's choice to do this work, and to proceed at her own pace. Her progress and persistence were exemplary, and resistance to work decreased considerably.

Periodic checks revealed that Judy was indeed mastering the vocabulary. The significant factors here, as we saw them, were Judy's need to have some control over her situation, and a constructive channeling of her strengths.

Judy finished her primer of choice and went on to complete the first grade and beginning second grade books of the same series. Comprehension and word attack skills have developed commensurately.

This describes just an aspect of the blossoming -- or perhaps metamorphosis -- that took place over this year.

M.A.T. Scores

First Grade - 5/73 -	Reading -	no score (guessing)
	Math -	1.1
Second Grade -	No testing	
Second Grade -	Retention -	
	Wd. Kn.	2.4
	Wd. An.	2.6
	Read.	2.2
	1 + 3	2.3
	Math Comp.	2.8
	Concepts	2.2
	Prob. Solv.	2.9
	Total Math	2.4

Mathematics Intervention

Judy's teacher asked for multiple assistance in finding the best approach to working with this child. I did a lengthy work-up on Judy, and found the following:

(1) Had difficulty with the language of ordering - first, second, etc.

(2) Could count and write numberals 0 - 25.

(3) Could fill in missing numbers in 1 to 100 chart, but became confused in 60's.

(4) Had great difficulty thinking of the humber before particular numbers.

(5) Was able to determine the number after 49 and 89 by counting on from 41 or 81.

(6) Had difficulty using a numberline to solve simple addition and subtraction problems.

(7) Was totally unable to deal with placeholder equations.

(8) Can do 3 addend addition only using a numberline.

(9) Has no command of number facts, no understanding of families of facts (commutativity).

In addition, Judy's attention span for sustained work was very short. She kept being distracted by passing children, and had to engage in verbal exchanges with each of them.

I recommended:

(1) Activities to develop ordering.

(2) The use of the hundreds board and hundreds chart to develop familiarity with short ranges of numbers within the 1 - 100 span; also "find the number before (after) a particular number."

(3) Consistent use of numberline to develop strategies for

computation and missing addend problems.

(4) The use of all manner of visual-motor games to develop automatic mastery of sums and differences through 10.

On May 21, 1975, I rechecked Judy and found:

(1) Excellent familiarity with numbers through 100, numbers before and after, automatic command of facts through 10, can count by 2's, 5'2, 3'2, and 10'2, can add six addends with regrouping, can tell time by hour, quarter-hour, half-hour and five minutes.

(2) She is still not completely sure of the commutative principle (when adding 3 + 9, she counts on from 3 rather than 9). She needs to develop the same automatic response to numbers in the second decade. Her M.A.T. scores show considerable growth.

Summary: Case II

At the end-term intervention conference, Judy was no longer considered the troubled little girl that had appeared in September. Once she began to feel less defeated and demonstrated some trust in others, Judy was able to learn and relate to others in ways that, at first, seemed quite impossible. Her class placement for third grade will be carefully considered, and further ongoing consultation with her new teacher will be provided for as long as is necessary. At the present time, Judy is no longer considered part of the target group of children with whom the intervention team is directly concerned.

CASE III

Bobby is a child who started exhibiting problems in kindergarten and was retained at that level. He is now almost nine years old (B.D. 11/15/65) and is in the third grade this year.

He started the year reading on a primer level. He had strength in auditory blending and auditory discrimination. He was a word-by-word reader, and had problems in the area of visual-motor integration. It was difficult for him to distinguish left from right. He had poor organizational skills, and was extremely distractible. Because his strength was in the auditory area, he was placed in a basal reader series that is good for auditory learners and consists of special linguistic material based on a word family approach. To help him with his directionality problems, word families were dictated to him, and he was asked to write sentences. For his expressive language difficulty, it was suggested he do story retelling. He is also seeing a learning disabilities teacher privately.

Bobby has been discussed at intervention conferences. Programming suggested by the reading consultant was implemented, and his progress was checked at intervention conferences. Because of the severity and complexity of his problems, his progress was noted as slow and erratic. It was suggested that he be seen by the reading facilitator for further follow-up. The reading facilitator discussed additional programming suggestions with the teacher and teacher assistant. He was also seen by the psychologist, and referred for rediagnosis by the Burke Foundation.

From a primer, he has moved to a 1^2 level. His comprehension has improved a great deal. He has become fluent in his reading. His visual-motor integration has improved. He now knows left from right. The distractibility has been reduced.

The recommendation for next year for Bobby is attendance in the resource room at Bailey School so that the progress he has made this year can be maintained and continued.

CASE IV

Mathematics Facilitator

Lisa was referred to the intervention team because of gross deficiencies in mathematics skills (among other problems).

Some of Lisa's difficulties may be attributed to (or at least exacerbated by) her physical problems. For instance, her pencil use is so poor that she has difficulty reading her own numerals. She makes many and persistent number reversals, both of individual digits and of tens and ones (writing or reading 5 as a 2, for instance, or 21 as 12).

Lisa does not take mathematics very seriously, and is content to give any old answer, perhaps because accurate one-to-one counting is sometimes difficult for her.

Lisa took the Fountain Valley Mathematics tests in October and was found to have minimal ability to do one-digit-missing addend problems, addition and subtraction in vertical form (both one- and two-digit) with sums less than ten, and with reading numerals to one hundred.

She was completely without any grasp of place value concepts, expanded notation, or the associative property.

Her strength lay in counting and reading numerals.

I have worked with Lisa weekly, trying to develop the grouping notion leading to place value, by use of unifix cubes and money. We have played grouping games of various sorts and have attempted to build a visual association of color to value.

Objectives of Intervention Prescriptive Team Approach (adapted Stake Model)

INTENDED	ACTUAL
1. Identify students who are achieving below grade level.	1. Students were identified who were achieving below grade level in mathematics and in reading.
2. Increase the reading and math achievements of students scoring below grade level.	2. Average gains for students who were identified as underachievers and severe underachievers were almost equal to those of the target population in mathematics (6.7 to 7.)) for the intervention program in the third grade and exceeded those in reading (7.1 to 5.7).
3. Develop a systematic approach to the use of data and information about a pupil which enables the team to have the data necessary for decision-making.	3. An information system was developed for both reading and mathematics which provided for feed-back during the school year and at the end of the school year to meet the needs of decision-making.
4. Encourage new roles in a cooperative environment for all participants where collaborative problem-solving utilizes the expertise and strengths of the participants.	4. The intervention prescriptive team did provide a cooperative environment (team met for conferences) for all participants to collaboratively problem-solve (perceptions of all team members aided in problem-solving) and utilize the expertise and strengths of the participants (all of the disciplines provided input in both the diagnostic and prescriptive phases of the conferences.

INTENDED	ACTUAL
5. Provide greater involvement in the instructional concerns of the school for the principal and reinforces his/her role as the instructional leader for the school.	5. The principal was a key figure in the conferences as well as during the school year. The principal served as the chairperson for the conference and was able to provide the generalist's focus and approach rather than that of a specialist. The stature of the principal as an instructional leader was enhanced, reflecting the leadership role demonstrated by the principals during the I.P. Team conferences.
6. Provide a structure which enables the classroom teacher to utilize the proficiencies of other professionals in a framework which is non-threatening and supportive (i.e.: it is not just the teacher's problem).	6. The structure (the I.P. Team conferencing) was provided but it did take time for the teacher to accept the fact that the format was not to indict the teacher or present a threat if a pupil was not progressing as was projected when a prescription was made at a previous conference.
7. Utilize diagnostic feedback about the pupil from a team of professionals to prescribe the appropriate courses of action - instructional and otherwise (behavioral, social, peer-relations, health needs, etc.)	7. The team of professionals used the structure to provide diagnostic input to develop a prescriptive approach at the initial I.P. Team conference. Future conferences enabled feedback and adjustments to be made (change, elimination, addition) to a prescription. The teacher was not left with the usual feeling of attempting to "come up with the answer" by his/herself.

INTENDED	ACTUAL
8. Provide specific objectives resulting from the prescriptive approach and assess whether or not these objectives are obtained, if not, why not?	8. The specificity of the prescription can not be challenged, but the communications system/monitoring system to see that it was carried out "fell short of the mark." Here again, the historical problem of the staff person - the specialist/pupil personnel - did not have the authority to direct, request or expect that a teacher or fellow pupil personnel staff member would do what was expected and when expected as prescribed. Even though prescriptions and requests for further diagnostic information were implemented in the main, it remained an area to be reviewed for improved structure and monitoring.
9. To provide a means by which the school staff was diagnosing, planning and implementing in relation to pupils' problems rather than reacting to them.	9. The prescriptive nature of the intervention program was established that focused upon a pre-crisis intervention rather than post. The values that have been accepted in other fields of endeavor to problem-solve before a problem reaches crisis level became an inherent part of the intervention process.

INTENDED	ACTUAL
10. Improve the capability of the team to problem-solve, i.e.: identify the problem, offer alternative perspectives, achieve greater accuracy in analyzing problems requiring social judgments, and exercise greater flexibility in applying resources to solve problems.	10. The I.P. Team did exhibit improved capacility in the identification of problems, the offering of alternative perceptions, improved level of analyzing problems requiring social judgments and greater flexibility in applying resources to solve problems.
11. Feeling of greater commitment of group participants to an action agreed upon by the entire group.	11. This objective could not be accurately assessed as to whether there was a greater commitment on the part of individuals or an expressed concern as to the outcome because others were watching and expecting results.

Process Evaluation of the Intervention Prescriptive Team Function

The structure developed for the intervention prescriptive team provided a framework and guidelines for the team to use from the onset of the program. It did not detail the operational or process guidelines and as such the quality of the program could be enhanced or vitiated through the process. His respect for the importance of how individuals will interact and how this interaction affects the quality of the undertaking led this administrator to do a process evaluation -- how well did intervention actually work?

The choice of the interview process was intentional since the responses would be subjective and there was a desire to have the respondent feel free to amplify and/or expand on any given question. A set of questions was developed and asked of all of the respondents with appropriate changes in the question made based upon the role of the respondent. Individuals interviewed represented the positions of administrator, psychologist, reading specialist and classroom teacher.

The responses were reviewed as to the perceptions of each respondent as to the process and to where evidence existed that there was a common acceptance of procedure. Attention was also given to areas where there were discrepancies so that recommendations could be made for the coming school year.

Question 1 -- What did you see as the three major objectives for the intervention program?

There was uniformity of response by the respondents in regard to this question. There was agreement that the three major objectives of the intervention program were: (1) to identify for the teachers the specific problems that specific children had; (2) to make effective utilization of the pupil personnel resource through the team approach; and (3) to prescribe instructional strategies to correct the deficiencies noted in diagnosis and to monitor these prescriptions in the classroom with subsequent feedback and adjustments based upon evaluation.

Question 2 -- Did individuals have problems with their roles during the interaction of the team?

There was a discrepancy in the perception of the participants as to how teachers initially viewed the program. Administrators, pupil personnel and reading specialists felt that teachers initially evidenced some degree of skepticism and insecurity at the first conference. The teachers, on the other hand, did not express this sense of uneasiness or insecurity at all. They were pleased and emphatic in their expression that the I.P. team was a marked departure from having to try and "capture" a pupil personnel or specialist staff member to assist a teacher in dealing with a problem involving a pupil at the beginning of the year.

A better clarification of roles emerged as a result of the process for the principal, the teacher, the reading consultant and pupil personnel in regard to how they interacted during the team conferences. This clarity became less lucid when it came to the implementation process in the schools. Did the psychologist, home-school counselor or speech therapist have any authority to hold a teacher accountable for implementing recommendations? The answer had to be "no" since they were in staff positions and serving as resource personnel to both administration and the teachers. Yet the specialists found themselves functioning between the desire to maintain their resource role and their obligation to report to their supervisor. This role conflict placed them in difficult positions at times when they recommended prescriptions that were not being implemented by teachers.

Teachers also voiced concerns that they did not always receive the services and subsequent feedback by pupil personnel as recommended during the conference. Even though this void appeared to be occasional in nature, it highlighted the importance of what happens after the conferencing was completed and the follow-up was to occur in the schools.

The principal emerged as the major and pivotal position of the intervention team. His perception of his leadership role was the key to the success or to the degree of success that was attained. His active involvement in the conferencing was seen by the other participants as a needed presence. The perception of staff was that they wanted their principal to be the instructional leader, not only in name, but in practice. The intervention program provided the opportunity for the principal to meet this need.

It was reported uniformly that there were no personality clashes and team members interfaced as professionals and accepted differences of opinions, judgments and perceptions. Responses indicated that there was a respect for individual judgments in addition to a greater receptivity to different types of problem-solving approaches.

No one person's judgment or report on a child was felt to be sufficient to serve as a basis for a diagnostic prescriptive approach. Having all of the needed information relating to a child became a paramount factor. Staff members became more cognizant of this need and came to the conferences with more specific information in hand than had been their custom prior to these conferences. It was noted that this degree of preparation was not the practice in the initial conferencing, and that a vast improvement occurred when the second cycles of conferences were held.

Respondents noted less of an inclination for staff to assert that a particular cause -- academic, behavioral and/or physical -- resulted in the behavior being evidenced by a pupil. There was a noticeable respect for tentative judgments in diagnosing a pupil's problem(s). This led to a greater flexibility in suggesting strategies that could lead to progress for that pupil without any feeling that a particular strategy must succeed.

The participants, in the main, felt that there was improvement in problem-solving through the use of the team approach. Team members demonstrated improved skill in collaborative problem-solving after the first cycle of conferences. The sense of the team -- we -- rather than I -- was consistent in all responses.

Question 3 -- What effect, if any, did the intervention team have on the specialists?

All respondents voiced the opinion that, in their judgment, the services of pupil personnel staff moved from a "loose" arrangement of availability and assignment to one of greater structure. It was expressed in similar ways by different respondents that the element of chance in the previous process as to whether a pupil personnel staff member and/or a reading specialist would be available to interact with you was eliminated. The elimination of this optional availability of pupil personnel was rated as very important by teachers who were interviewed.

The pupil personnel staff felt that their role assignments were better clarified through this process. They agreed that there was a greater clarity as to who was assigned to be working with certain children, what had to be done first, who had to be seen first, and an avoidance of overlapping and duplication that had existed in the "treatment." In essence, the process of identifying pupils with special problems, and recommending and prescribing for these pupils established priorities as to which children required the attention of the pupil personnel staff members and, thereby, established their case load.

Both the teachers and administrators who were interviewed commented on the fact that the process brought pupil personnel staff more into the classroom physically than ever before. These staff members felt that this greater involvement in the classroom increased the awareness of pupil personnel staff as to the problems that a teacher encountered in the classroom and enhanced appropriate input into the problem-solving sequence.

Question 4 -- What effect did the intervention team have on the role of the principal?

The role of the principal in the intervention process was one that was perceived with a great degree of congruity by teacher, specialist and administrator. The leadership role was unquestioned, in fact, welcomed by the participants. Teachers who referred to the presence of the principal at the team conferences viewed the presence as a positive one. It was felt that the principal was able to bring the stature and authority of his/her position to be used in a leadership fashion so that discussions were directional, conclusive in recommendations and with specificity of prescription and assignment of personnel. This was important to avoid duplication of services and overlapping, and, in establishing accountability for all team members.

The administrators viewed their participation in a very positive sense. They never doubted that they should be part of the process, although it was noted that in one school the principal was not always present at all conferences. In spite of this, the principals felt that they had to be part of the intervention process. A sense of commitment to the process was conveyed by the administrators. This commitment to the process and the follow-up were voiced as a crucial component to the success of the process. In addition, they felt that their support of the process had a positive influence on the morale of the staff. The principals also recognized that the I.P. team required their leadership. This was seen by the principals as an opportunity to utilize their educational and administrative expertise.

Question 5 -- What problems developed during the intervention conferences? Meetings?

There were certain problems that were surfaced by the respondents that they felt impaired the quality of the process. The most significant problem was the lack of sufficient time. True, time was provided for the conferencing, but both teachers and specialists were taken from their daily responsibilities to participate in the conferences. The teachers, in particular, voiced the conflict that they felt being away from their classrooms while at the same time recognizing the value of the team conferencing. The teachers also surfaced concern that while the I.P. team conferencing was important, it also made the availability of pupil personnel to classroom teachers very limited during the conferencing period of time.

A problem that developed because of the concentration of effort and time required was that those who participated on an ongoing basis in the conferences evidenced fatigue after several days, if not weeks, of conferencing.

In some cases, it was noted, the amount of information available about a pupil was too limited to arrive at a meaningful diagnosis resulting in the use of very tentative prescriptions by the team until further assessments were available based upon further testing.

Question 6 -- As a teacher, what benefits, if any, did the intervention result in for you?

The teachers sensed being part of a team effort. They voiced the feeling that they no longer had to seek out help or hope that assistance would be made available. The desire to have others aid them in problem-solving was without reservation and seen by teachers as a support for them. Teacher morale improved from the team collaboration. In addition, the lowering of frustration levels was concomitant with the increase of support they receive.

Question 7 -- As a teacher, what problems, if any, did the intervention result in for you?

The teachers interviewed uniformly indicated that time was the major problem resulting for them from the intervention program. The necessary time to diagnose pupils properly was highlighted by the illustration that it required better than one hour to administer the diagnostic reading instrument that was being used at the elementary level. This meant that 25 hours, at a minimum, had to be utilized for this diagnostic need which was only one of several functions that a teacher had to discharge at the beginning of the school year. In addition, the time to conference and plan what should be done to alleviate or solve the problems of a particular pupil must be increased, according to teachers.

Question 8 -- Did you feel collaborative skills in problem-solving were increased as a result of the intervention program? If yes, which skills?

The respondents felt that they could not document the growth in problem-solving skills, but that they sensed that the team approach was more direct, representative of a variety of professional contributions, and consistent with the thrust for alternative strategies to be assessed in the field. It was also indicated that change was noted in the second and third conferencing which reflected a greater degree of acceptance of the collaborative effort by teachers and specialists.

Question 9 -- Did you feel that the in-service support for the intervention program was adequate? If not, what recommendations?

There was a less-than-enthusiastic response to the question of an in-service component as part of the intervention program. The majority of respondents indicated that there was no need for in-service. They indicated that you cannot teach the skills that are needed for this program, and expect a carryover into the classroom and schools. It was voiced that the intervention program is an on-service learning environment where each step of the process is teaching the participant becuase the process requires data gathering, planning strategies, decision-making, record-keeping, monitoring and evaluating the outcome.

Question 10 -- In your estimation, did the intervention program increase individual commitment to the success of students with learning problems?

All of the respondents felt that there was an increase in the commitment of the individual to the success of students with learning problems, but they all had difficulty substantiating this perception. One respondent indicated that if you measured commitment by behavior rather than words that there was a greater commitment. Another said that knowing that the team was there to help made her feel that there was an increased commitment. Almost all respondents answered that the commitment was already there, but a heightened awareness to the task did result.

Selected comments resulting from interviews

Question 1 - What did you see as the three major objectives for the intervention program?

Respondent 1

I think the first one was to identify, for the teachers, the specific problems that specific children had. Some of us had more contact with some of the children. I think it was also a means for the pupil personnel team to communicate. A time for the whole team to sit down and talk about a particular child and plan strategy. Third, to help the principals in each of the schools to become more aware of the children who were there. They were able to include the children who were average -- who had not had a problem.

Respondent 2

1. Identification of pupils with serious educational needs.
2. Another objective was the utilization of a team in attacking the problem.
3. The prescriptions and recommendations coming from this process.

Interviewer: Did you feel that the intervention program met those objectives?

The most successful was the utilization of a team effort toward identification. The objective we met the least successfully was the prescription. This was least effective because we were new to it and it was not easy to write prescriptions as a team. The easiest were academic -- more difficult, the behavioral.

Respondent 3

One is to diagnose and to become aware. To check up and to follow through and have some kind of measurement (either standardized or informal). Development on the needs. Anecdotal record. A record of where the child is moving in his particular structure or just a verbal record. Out of 23 children in my class, 13 were identified for intervention. At least 10 of the 13 had terrible problems and needed help.

Respondent 4

First to find out which of the children have the greatest needs as far as their academic skills are concerned. Second, to make a clear identification as to what the problems these children have through "collaborative" dialogue. Third, to get them into programs that attempt to deal with it.

Respondent 5

I found that the Reading Consultant's knowhow was invaluable. I would like to see more of the program take place in the classroom. I would like to make it as least once a week. I would like her to work more in the classroom. I think the program tried to help the teacher, and the teacher tried to help pupil personnel to see the whole child working together to develop a happy, healthy, well-adjusted and educated child. The children have to learn to inter-relate with other adults. We worked together. Great idea that the Reading Consultant came in and diagnosed and prescribed. The Speech Therapist was also very good. The only thing that was different was that we had more time with the specialists and we worked in the classroom. I think it was more structured than before.

Respondent 6

First of all, to identify some of the children who had difficulties which could have been either academic, emotional or others. Second, was to try to determine what some of the things were we could do in terms of helping the children with these difficulties -- to helping the teachers in how to do it. In addition, putting it on an organized basis so that the time would be provided and people available, i.e.,: the reading consultants made weekly visits to check. In the beginning, we discussed all of the children.

Respondent 7

To develop unity of purpose as to having the staff concentrate in the whole area of improving the instructional program. To upgrade the instructional program through a thorough analysis and each youngster as to his needs. Three would be to develop cohesion as far as the effedtive utilization of the pupil personnel through team approach.

Question 2 -- Did individuals have problems with their roles during the interaction of the team?

Respondent 1

No role conflict -- good interaction between all team members.

Interviewer: Did you feel insecure?

Absolutely not. I was delighted someone would help me. I sought this.

Respondent 2

As it was played out in the actual activity of the team, roles were very clear in relation to the school personnel (that is, the teacher and the principal), those were very clear roles. The reading consultant role was clear. The role of speech, psychologist and social worker were a little less clear, and at some point, an arbitrary decision had to be made as to who was to do what. Very often the principal had to decide.

Respondent 3

In the beginning, some of the teachers had a lot of questions. After it began and they say they were being serviced and getting good results, it took away the feeling that "big brother" was going to be watching. After they saw that the information was going to be used to help kids there was a big change around and the apprehension was less. Also, the second time they were better able to identify kids.

> Interviewer: How about interaction? Any problems as far as individuals? The give and take you would want in this type of meeting?

I didn't notice any problems in terms of personnel clashes, etc. Nothing major.

Respondent 4

There is a noticeable reticence on the part of individual pupil personnel members to enter any area related to a supervisory or administrative function.

Interviewer: Did you find that individuals were willing to share information in regard to their roles?

The way the team operated developed. It was the first time for sitting around the table all at once.

Respondent 5

I think that teachers, by nature, are insecure. In the beginning, everybody was new. There was a clarification of roles among some of the specialists. We were able to stop the duplication. I don't think there were any personality clashes -- only if the teacher assistant was present and there was a difference in philosophy between teacher assistant and teacher -- but that came out in a very healthy way. It was a forum for all people.

Interviewer: Did the same latitude exist with prescriptions?

Yes, prescriptions had three areas. First based upon information we have learned here is what you want to be concerned about -- the kind of materials we have for your teachers to work with.

Interviewer: What does it mean in terms of working with the students in the classroom?

Sometimes it didn't always work. Teachers came up with materials that worked for them that we didn't think about.

Respondent 6

The problems that came up before we met with teachers. The pupil personnel team should meet and make tentative judgments on which students meet the highest priority. For instance, we originally scheduled 40 to 42 students for the program, and ended up with about 90.

Respondent 7

No problems at all. Don't forget, the people working with the children were "beautiful" people. It was invaluable getting together and discussing the children before they came in to observe.

Question 3 -- What effect, if any, did the intervention team have on the specialists?

Respondent 1

I felt that they had to change and they did. They spent more time in the classroom explaining the material. They made sure the teachers knew what they were doing.

Respondent 2

The team spirit was the most important thing. Complete input from everyone for that child. We were constantly in touch.

Respondent 3

Absolutely everybody was trying to help the children.

Respondent 4

One effect was better clarification of the role as to who was going to be assigned to working with certain children. There was less overlapping and duplication of efforts. It also established priorities for the specialist. It established very quickly the case load.

Respondent 5

I think that had some, but not as much as I would like to see. When it came to making up class lists, everyone felt that specials should be more involved in helping to make them up.

Interviewer: When we say specials we're referring to Pupil Personnel.

I think it might have made them more aware of actual problems that teachers do face in the classroom. They all listened.

Respondent 6

I think it made them more conscientious. Before the psychologists and the resources getting into the schools had too much flexibility. When they were all conferencing they had to make commitments to the teachers on how they were going to help. They set times to take care of it now. Very task-oriented.

Respondent 7

It kept focusing on a particular child. The continued support mechanism needed to feed to the teacher. We could talk about both strengths and weaknesses. Because of this, the focus became a more positive focus. I don't think it changed any role at all -- we had to keep better records.

Question 4 -- What effect did the intervention team have on the role of the principal?

Respondent 1

I had to be part of it. I never missed a meeting unless I had to be at the Mansion.* I felt I had to be on top of it. By being there, you are demonstrating concern as to what is going to happen afterwards and you support the staff.

Respondent 2

He was very much a part of it. When we sat down for our meetings, he was always very much with it. The Principal always would come into our room and father the children who needed fathering. This was suggested to him and he followed through.

Respondent 3

Yes, I feel it had an impact. I am sure the entire program had an effect. It was helpful in that we didn't have to cope in isolation as things came up. The Principal was not in at all conferences -- when the Principal could, the Principal was there or spent part of the time there.

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*Central Administration Offices

Respondent 4

Substantial effect. The Principal really would not proceed with an educational plan for a student without utilizing the team. Planning was done by the team at the Principal's direction. Very important, the Principal sat in on every one of the team meetings. He put closure on the process by assigning tasks to the specialist and most importantly to the teacher. He utilized his authority. The Principal cemented the recommendation because of his supervisory position.

Respondent 5

Yes, it did. It made me much more aware of the different types of problems that the teachers are faced with. The inability of teachers in terms of "know how" of what to do with some of these problems. It helped me to realize they needed more support in order to help the students. We could see a change in the kids when they were able to read. Also, a lot of teachers attitudes have changed. They were anxious to see test scores.

Respondent 6

I think I had a role to develop high morale for the total team as well as the teacher. Because of my teaching experience, I think I was able to help the teacher with some of her problems. I see the role as a tremendous supportive situation. A Principal must be a leader.

Respondent 7

It was a time for a principal to really show true leadership. This was certainly exhibited in conferences. Conferences were completely under their leadership. He established the purpose of us all being together. This was the first time we were able to sit down as a group and talk about children.

Question 5 -- What problems developed during the intervention conferences? Meetings?

Respondent 1

Most worked very hard to be present at all meetings. The more you can find out about kids, the less groping you had to do. Teacher assistants had to cover classes so they could not be present at the meetings. They should be.

Respondent 2

I do not feel there was any threat at all.

Respondent 3

Time. We were scheduled for between 45 minutes and an hour and a half -- it took away from the class. If I was in the classroom and needed something from pupil personnel and they were in conference, I couldn't have them. Might take a month because they were spread so thinly. We wanted to, but didn't bring parents into the meetings. Though it desireable to have a parent sit in before a problem surfaced. We did not bring them in because of time. Only after the experience over a year could we see that it is very important for a parent to come to the meetings. We should develop how to invite and select the parents and have them sit in.

Interviewer: What about the type of give and take that takes place during conferencing?

Very open. Teacher was seen as the expert on children. The teacher could have felt threatened by the specificity of the process. They were anxious about making judgments in the early stages.

Interviewer: They were not threatened by the team?

They came into meetings having had to do their homework. Some were anxious because they might not have known the students very well as yet. Once there, they realized there was no threat. Teacher felt the team to be helpful to them, but the process caused them anxiety.

Respondent 4

They were tedious and it was very wearing on the team. It would have been better to have spread it over a longer period. For certain students there was less information on them (first graders) resulting in more tentative judgments.

Interviewer: What about individual interface?

Reading is extremely crucial in the development of a student. We needed to learn how to utilize the input in math. We don't pay enough attention to math problems because we are not as conversant. We needed to learn how to use the math consultant.

Respondent 5

No. What we did was to work out a schedule where we authorized teacher assistants to cover. Teacher attended original conferences and the teacher assistant the follow-up conferences.

Respondent 6

No mechanical problems because everything was preplanned and scheduled.

Respondent 7

The only people who were not able to make all of the meetings were some of the B.O.C.E.S. teachers because of their scheduling. All teacher assistants should have been present. Some teachers did not invite them to come and that made it very uncomfortable. Most of the time, the teacher assistant had to cover the class.

Question 6 -- As a teacher, what benefits, if any, did the intervention result in for you?

Respondent 1

If I couldn't really work through a problem, I went to somebody who was always aware of that problem. The psychologist was fantastic in her role. She watched the children in the children's environment, identified problems and sat down and discussed with me and we worked out a program for that child. I was never left "hanging."

Interviewer: There was a form used to fill out during the conferences -- did you feel it was a good followup?

Yes. This was done depending on the time these people had. The nurse was great in diagnosing. I think the program is marvelous if it is going to be followed through correctly.

Respondent 2

There was a difference of opinion on retaining three children. We got together and received input from each other (every member of the team) and I changed my mind.

Respondent 3

Time was always a problem. The initial intervention came after the tests. These tests I find take about an hour per child. I feel that having enough time to spend with the children without harming the program.

Interviewer: Could tests be given by teacher assistants?

No. And I feel a half-day program would help. Trying to establish an aura in the classroom in the beginning is very difficult when you are trying to work at the same time with individual children. It is very hard.

Interviewer: One of the recommendations I have had is to work with the children who have already been diagnosed first?

We do that, but we can't forget the other children. There was a limitation of the pupil personnel service because they were spread so thin. I am particularly referring to the Math Facilitator. She was available only by appointment, not at the moment I needed her.

Interviewer: Did you run into any problems with the teacher assistants or principal as far as implementation of the program?

None.

Interviewer: How about parents?

When we had open house, I told the parents we would get together if any problems developed, and that it worked both ways. It worked that way all year.

Question 8 -- Did you feel collaborative skills in problem-solving were increased as a result of the intervention program? If yes, which skills?

Respondent 1

The degree of growth varied with people. Some teachers said this was their best year -- the best year they ever had. Some people on staff contributed more than specialists -- learning should be both ways.

Respondent 2

The input from everyone was great.

Respondent 3

Twice a year to discuss cases is not adequate. We're having afternoon workshops planned. Can we use that time? We shouldn't take it out of the classroom.

Respondent 4

In this process, you have to record and also decide how you were going to attack the problem. Problem-solving is an on-going process, and we can never find time to meet with teacher. You meet, make recommendation, and teacher does something with the child. There was input from different factions -- the principal made the final solution. He read what was said and found what the consensus was and then suggested an action to be taken.

Interviewer: Any particular skills that you felt were improved during the process?

Record-keeping, documentation, follow through, actually trying things with the idea of trial and error. Negative aspect is that the teacher may not have agreed with the recommendation, but may have accepted it because of peer group pressure. We never really knew if a teacher did it in a cursory way.

Respondent 5

I think it would improve -- I can't document it -- not only the skills improved but the interest in trying to get to students to do better.

> Interviewer: Do you feel it was followed through with a sequential approach to identify and provide information to understand the problems and the solutions?

I did feel it did follow the scientific method. I think it was one of the best things that has happened in the system in years, especially for reading. One class averaged approximately two years growth in math.

Respondent 6

The Home-School Counselor did not want to go back into a home where she was told to stay out. I told her she had to go back and if she had any problems I would intercede. Some specialists were reluctant to get involved in the action.

Respondent 7

In the initial meetings, I think the biggest help were notebooks. You could see what happened in the very beginning and how the child was progressing.

Question 9 -- Did you feel that the in-service support for the intervention program was adequate?

Respondent 1

I think we need more time together.

Respondent 2

I think you have brought in in-service. Dialogue is the best service you can do because you are constantly critiquing both program and where the kids are at.

Respondent 3

Yes, it makes for understanding the development of children. You can not have that type of in-service program though unless it is going to be utilized.

Respondent 4

I don't think you can prepare people. You should have on-service to deal with the problem of the children in that teacher's class. Introduce some new approach because she has a vested interest in her class. On-service and post-service would be good -- to review during the year with the teacher. In-service or pre-service not that useful in that type of approach.

Respondent 5

Using example of back-to-back -- they needed an in-service program for teacher assistants. I do feel it did help. It might be a matter as to how it is approached, such as, now that you are in the intervention program, how do we proceed now? It might be helpful now that we know what it's all about. We got more help and used more materials.

Interviewer: Do you feel that documentation used was helpful in helping a youngster?

Yes.

Respondent 6

No need for in-service component. Necessary only in the schools where the Principal is not playing his role as the leader.

Respondent 7

I think the teachers should have some sort of in-service.

Question 10 -- In your estimation, did the intervention program increase individual commitment to the success of students with learning problems?

Respondent 1

Because the commitment is there and knowing you are going to have support, it made it easier to map out a program and achieve success. I knew if I needed help I could get help from somebody.

Respondent 2

It didn't change my commitment at all. I think everybody in the group was committed. This is our job.

Respondent 3

If commitment is measured by behavior rather than what you say, I would say there was an increase in commitment. For instance, a teacher would have to come back to the group to report what she had tried and the result. From the standpoint of the specialist, there was commitment to the degree that the specialist did not have to wait to see what kids were assigned to them. How well they met their tasks has yet to be answered. The Principal should answer that question.

Respondent 4

Probably a mixed reaction, but personally I feel there has been a greater commitment to it because they have seen results and from that things can get done. Now that the year has gone, and they realize they were not checked on, it will have an effect on their feeling about the program.

Respondent 5

I think it increased the teacher perceptions of needs of the youngsters and by holding it to the diagnostic prescription it coordinated the teachers efforts.

Respondent 6

Yes, it increased the commitment. More than before. We did not focus in on all of the problems. Many conferences now are one-to-one -- before there was very little involvement with that particular kid.

Respondent 7

I think it's the quality of success with whatever you have that is the most crucial. If you feel that you are succeeding, it motivates.

Recommendations for the School Year 1975-76 resulting from interviews

Testing should be gotten out of the way earlier in the year. The teachers should be involved in diagnosing. The way we record information should be made clearer. Teacher assistants should be more involved.

We got some good information from the Committee on the Handicapped. The Supervisor of Special Education suggested a process which helped to make the teacher and the student begin to have success.

We should have more communication with the students who have left and gone on to the next school in the system.

I would like us to get together more. More time to meet.

Interviewer: Anybody else you would like to see included in the process?

I might include the parents. I tried this year having children in on the parent conference, and it worked very well.

We need input from the parents, but we would have to get together and prepare for the meeting with the parents.

I would like to see the specialists in the classroom more than every other week.

More psychological services.

It is an absolute must that we have an L.D. program from K on up.

We need in-service courses for teachers given by the L.D. people.

I think the conferencing should be held at times when the children are not present within the school day.

Any materials that have to be prepared have to be done during the day -- we need clerical help for that.

Other areas should be opened up such as we had at Washington Avenue -- clubs, etc., where the children were able to work together (cooking, sewing, etc.)

They have to learn to utilize whatever they are learning.

Interviewer: How about parents -- should there have been a greater involvement?

Those parents who are available should be brought into the program. I tried to bring them into the classroom -- to read to children, play math games with the children, etc. (This was done last year.) We also utilized the Webb program.

I would like to see this program really developed and utilized.

When we sit down and work together to diagnose and identify the problem you think more of the problem. It's not just a hit and miss kind of thing.

Interviewer: Did you feel the development of the forms to be helpful?

I mostly verbalized. I started recording but I didn't really utilize it that much. I would rather have taping than writing.

Interviewer: What recommendations would you have for the coming year?

I would like to see it started as early as possible -- right away, even if the Pupil Personnel team can't be present. Perhaps have them involved only in very special cases.

We talked about meeting together every six weeks, but we didn't. I would like to see continued each reading consultant getting back to each teacher each week.

This year the staff has attended many workshops, especially learning disabilities. I would try to send people to workshops to learn how to deal with the underachiever -- also gifted.

Interviewer: What would you think of using the alternate Wednesdays?

I would love that.

Interviewer: What recommendations would you make for going into a second year?

I would recommend pre-service to discuss the process and look at the pros and cons. With kids that we have known over several years, we should invite the parents in very early. I think a parent would be able to utilize school services if they knew what was available.

Interviewer: In reviewing the results, were recommendations made on continuing students as part of the intervention program?

A large number of students, the books were not closed on them. There were some examples as to how some students were helped dramatically by the process.

It should be spread out in a more leisurely fashion. Maybe the process could begin at the end of the month rather than at the beginning of the month allowing staff to become more familiar with classes and then meet with the team.

Then, there is another benefit to come in without knowing too much about the predisposition of the students. There's a little bit on both sides.

Interviewer: Would you add anybody to the team?

The teacher assistant. But in order to have the teacher assistant there would have to be an alternate teacher assistant to take over.

At Juniper Hill, we did have teacher assistants around prep periods. We scheduled conferences during prep periods.

Interviewer: Did you have time constraints built in?

One of our problems continues to be to write prescriptions and how long an approach should be used before it is evaluated. It would require group conferencing and individual conferencing inbetween the other meetings.

There should be a built-in calendar, and I would suggest a recorder.

One of the teachers biggest concerns was the amount of testing that was required.

One of the things we did not do -- we had one recycling and would like to have had one in May. We had no major problems in scheduling the meetings themselves.

It would be great if the teacher assistant can be in the original conference. It would be very helpful.

In terms of the workshop idea, the teacher assistant should be involved.

Interviewer: What about using alternate Wednesdays?

Great. I feel that this has been one of the best years at my school as far as productivity. I think you'll find the attitude next year will be much more positive. If you pulled the program out, I think you would have a lot of gripes.

We need to go beyond the 10 months. I'm talking about the summer months. I guarantee that they will have regressed perhaps as much as a year. We need intervention over the summer for some of these kids.

At the end of the year, I wrote a letter to all the parents impressing upon them that it was important that they be worked with over the summer. 60% of the parents responded. There is need for parent education.

One of my performance objectives is to hold parent workshops. We need to provide mechanism to get parents involved and not leave it to option. There needs to be a reapportionment of services.

I would prefer to wait until the last week in September to see the kids.

Interviewer: Any other people you would like to see included that weren't?

Anybody who has contact with the kids.

Some of the teachers complained that it was too long before they received feedback from the conferences.

Recommended Intervention Prescriptive Team Plan for Second Year of Intervention, 1975-76

Recommendation

The plan be expanded beyond the third grade and be implemented at the two intermediate schools housing grades four through six (R. J. Bailey and Old Tarrytown Road Schools). This plan will also provide for a continuation of intervention services for those students moving from the third grade to the fourth grade who were designated for continued support.

Authority to Implement Recommendation

Superintendent of Schools or his designee.

Action Plan

Assistant Superintendent for Instruction to confer with the two intermediate school principals before the opening of school to plan an orientation, calendar, coordination of staff schedules and data gathering for the intervention program.

Recommendation

Selection criteria for students who are designated as underachievers be differentiated between the primary and intermediate grades due to the lack of baseline data for primary students. The following selection criteria is recommended:

For the primary student:

That the term severe underachiever will be designated for a pupil who is one grade or more below as measured by a standardized test, the M.A.T.

That the term underachiever will be designated for a pupil who is one grade or less below grade level as measured by a standardized test, the M.A.T.

For the intermediate student:

That the term severe underachiever will be designated for pupils who are two grade levels or more below grade level as measured by a standardized test, the M.A.T.

That the term underachiever will be designated for pupils who are two grade levels or less below grade level as measured by a standardized test, the M.A.T.

Authority to Implement Recommendation

Superintendent of Schools or his designee (Assistant Superintendent for Instruction - Pupil Personnel Director - Psychologists).

Action Plan

This selection criteria to designate underachievers shall be used by the intervention teams for both the primary and intermediate schools. The necessary M.A.T. data will be provided by team participants at the team meetings in September. Teachers, pupil personnel staff and reading specialists will be made aware of this criteria and need for data by the principal of each building.

Recommendation

That the intervention team will consist of the following staff members: principal, psychologist, speech therapist, home-school counselor, mathematics facilitator, reading facilitator, reading specialist, classroom teacher and teacher assistant. The learning disabilities specialists from the Board of Cooperative

Education shall be included at all conferences at their appropriate grade levels.

That the intervention conferences will continue to be three in number beginning with the first conference in September or October for purposes of diagnosis and prescription. The mid-year conference shall be scheduled for January or February for progress reports and reassessments of instructional strategies. The final conference shall be held in May or June to make a final assessment of the academic progress of the pupil, and a recommendation in relation to this pupil's placement for the next school year.

Authority to Implement Recommendation

The Superintendent of Schools or his designee through the authority of the building principal.

Action Plan

That this information shall be imparted to staff members at the orientation meetings planned before the intervention program begins in September.

Recommendation

That the scheduling of the use of the teacher assistants as reinforcers of instruction shall be immediately rescheduled. The concentration of this resource shall be employed to maximize one-to-one or small group assistance in the morning hours of the school day in each classroom. This will require a change in the employment of teacher assistants, but the recommendation is consistent with the objective of a better coordinated use of resources to achieve academic gains for underachieving students.

Authority to Implement Recommendation

The Superintendent of Schools or his designee.

Action Plan

A plan will be designed whereby a teacher assistant shall be available to each elementary classroom teacher during the morning hours of the school day. The rescheduling of the teacher assistants according to this plan will be on a building basis. An orientation and information meeting for administration will be planned first and followed by a similar meeting with teachers and teacher assistants to explain the proposed rescheduling and rationale for the change.

Recommendation

That pupil attendance during the first two weeks of school shall be on a half-day basis enabling the intervention teams to meet in the afternoon, in an unencumbered fashion, to diagnose and prescribe for pupils with special needs. The rationale to support this recommendation is that the proper diagnosis and prescription need time for discussion and consideration and can be equally significant in affecting a pupil's behavior as the quantity of time that the pupil is exposed to the treatment. The quality, as well as the quantity, is significant if pupils with learning problems are to be provided with support strategies by educators.

Authorization to Implement Recommendation

The Board of Education has the authority to approve or disapprove an abbreviated school day without the District losing state aid. State aid for pupil attendance is paid for attendance whish is at least 50 percent of the regular day.

Action Plan

The Superintendent will recommend to the Board of Education that for a two-week period, beginning September 8, that the primary and intermediate schools close on a half-day pupil day schedule. Parents will be notified well in advance, if approval is granted.

Recommendation

It is recommended that the following numbers of pupils in this study be recycled for the 1975-76 intervention program in order to continue building upon the gains that have been evidenced and to enable continued treatment for observed deficiencies:

27 out of 29 serious underachievers in reading
23 out of 26 underachievers in reading
21 out of 25 serious underachievers in mathematics
21 out of 26 underachievers in mathematics

Authority to Implement Recommendation

Principal of the school where student is assigned.

Action Plan

Pupils will be identified from the code used in the evaluation design and designated as priority pupils for intervention in September 1975. The appropriate documentation from the 1974-75 school year will be presented at the first conference by intervention team members.

Recommendation

That the specific objectives that are projected for each pupil in the intervention program will be recorded on a form to be developed titled "Intervention Progress Report Form." That his form will contain similar information as is found on the form used by the intervention team during their conferences. This form will also provide for specific statements as to expected academic performance gains in addition to progress reports on prescriptions.

Authority to Implement Recommendations

The Superintendent of Schools or his designee the Assistant Superintendent for Instruction.

Action Plan

Assistant Superintendent for Instruction will confer with principals and support staff and will develop a form to meet the needs of the above recommendation by September 15, 1975.

Recommendation

A significant aspect of the intervention program is the availability of data. The more that is known about a pupil by the team the more pertinent and valid will be the prescriptions. The gathering, storing and retrival of pupil information need not be the onerous task it is at present. The District has its own data processing capacity and the gap that exists at present is the writing of a data processing program that will enable information to be stored and retreived when needed by the staff. In addition, persons will have to be employed to obtain the information that is available and placed on data processing cards.

Authority to Implement Recommendation

The Board of Education approve the recommendation of placing existing, needed information about a pupil, on dat processing cards and authorize an expenditure of personnel and materials of $5,000 to meet these needs.

Action Plan

Recommendation of need to Board of Education by Superintendent of Schools with supporting data by September 1, 1975.

Recommendation

That an orientation session shall be held before the intervention team conferences will be scheduled. The purposes of the orientation session will be: (1) to review the procedures and process used during 1974-75; (2) to introduce and explain revisions and/or change; and (3) to provide a basis for participation for those staff members who had never participated in the intervention program during the 1974-75 school year.

Authority to Implement Recommendation

The Superintendent of Schools or his designee, the Assistant Superintendent for Instruction, and through the principals of the primary and intermediate schools.

Action Plan

The orientation sessions will be scheduled at least one week before the intervention conferences are held. The principal of each building will chair the orientation session with the support of pupil personnel staff and specialists.

Recommendation

That a manual shall be prepared to describe the intervention program and will include the following: statement of objectives of the program, list of participants, calendar for the program, the intervention conference forms and progress report forms.

Authority to Implement Recommendation

The Superintendent of Schools or his designee.

Action Plan

The Assistant Superintendent will select a committee of principals and other staff members who have participated in the intervention program to prepare a draft of a manual to meet the charge of the above recommendation. After the draft is reviewed and revised, the final copy of the manual will be prepared and distributed to all elementary school staff members.

Recommendation

That parents shall be given an opportunity to sit in on the intervention conferences. The rationale for this recommendation is that any program that will be structured to affect pupils should have the support and understanding of their parents.

Authority to Implement Recommendation

The Superintendent of Schools through the appropriate staff designee.

Action Plan

Parents will be notified one week in advance of the intervention team conference and invited to attend. If the parent indicates a desire to attend, then it will be required that the parent will meet with an appropriate staff member in advance of the team conference and will be briefed as to the purpose of the conference and the role expectations for parents.

Recommendation

That the principal of each building will meet with the pupil personnel and specialists staff who are members of the intervention team on a weekly basis to receive feedback on the progress of pupils. The rationale for this recommendation is that the principal was seen in the leadership role by team members and that the principal also has the supervisory responsibility and authority to enforce recommendations. This type of checks and balance system will upgrade and expedite the action recommendations made by the prescriptive team and not leave them in "limbo" as to implementation.

Authority to Implement Recommendation

Principal of each primary and each intermediate school.

Action Plan

Principals will schedule meetings for the pupil personnel specialists staff on a weekly basis after the first cycle for the intervention prescription team is completed in September. The principal will designate who is to attend these meetings, where they are to be held, the time and date, and the information/reports expected to be given at these weekly meetings.

Recommendation

That the Superintendent shall require that the principal participate in all of the intervention team conferencing. The assessment of the 1974-75 program indicated the importance of the principal's role in intervention. The participation cannot be left to option considering all of the values accrued through the participation of the principal.

Authority to Implement Recommendation

Superintendent of Schools and/or the Assistant Superintendent for Instruction.

Action Plan

Design for 1975-76 and the Superintendent will require that the principal participate in all intervention team conferencing.

Recommendation

That the alternate Wednesday concept will be utilized to support the objectives of the intervention program. The alternate Wednesday concept provides that school will be closed on 14 Wednesday afternoons throughout the school year for the purposes of staff development (the school year was lengthened for pupils to accommodate this action). The cause and effect relationships as to why a specific child does not progress academically are still very general and unscientific considering the state of the art. Since school personnel find it difficult, if not impractical, to control all of the variables that affect a child's performance, it is to the benefit of the educator to know as much as possible about contemporary theories of learning, child development and teaching strategies.

Authority to Implement Recommendation

Superintendent of Schools and/or Assistant Superintendent for Instruction.

Action Plan

The Assistant Superintendent for Instruction will recommend to the Steering Committee (who is planning the programs for the alternate Wednesdays) the inclusion of staff development programs which will enhance the skills and understanding of staff in their participation in the intervention program.

Recommendation

That the principals of the primary and intermediate schools shall meet with the Assistant Superintendent for Instruction once a month to report on the progress of the intervention program, verbally and in written form. These summaries shall include the number of children in the program, documentation as to need, prescriptive strategies and progress-to-date. The Assistant Superintendent shall collate these into a meaningful format to be submitted to the Superintendent.

Authority to Implement the Recommendation

Superintendent of Schools and the Assistant Superintendent for Instruction.

Action Plan

The Superintendent will request the Assistant Superintendent for Instruction to hold meetings for the purposes outlined above and will report the findings of the principals in the intervention program on a monthly basis.

Recommendation

That the Pupil Personnel Director and the Assistant Superintendent for Instruction shall develop a data bank which will amass information pertinent to students who are in the intervention program on a longitudinal basis. The purpose shall be to assess if these students demonstrate gains beyond expectancy on a multiple year evaluation basis. A minimum of three to five years shall provide a basis for the assessment.

Authority to Implement Recommendation

The Assistant Superintendent for Instruction and the Pupil Personnel Director.

Action Plan

Students who are in the intervention program will be identified. Pertinent information relating to these students will be placed on a data processing card and each student will be designated by a code number. Each year the desired information will be added to that card and a print-out will be made available to the Pupil Personnel Director after this procedure is completed each June. Student progress will be charted for regular, above-average and below-average progress and this information will be made available to the appropriate intervention team.

Recommendation

That the progress of each class in the intervention program shall be graphed annually in relation to reading and mathematics achievement. This graphic assessment shall be compared to previous classes at the same grade level who were not participating in the intervention program. This comparison shall assist in providing another indicator as to the effect of the intervention program.

Authority to Implement Recommendation

Assistant Superintendent for Instruction and the Pupil Personnel Director.

Action Plan

The Pupil Personnel Director will chart the present classes (average, above-average and below-average in reading and mathematics) who have been in the intervention program and compare them with the same grade level classes who are not in the program. These comparisons will be done over a three-to-five year period to provide trends and indicators which will be used as feedback for the intervention program.

Recommendation

That the intervention model has a design that is suitable for meeting the needs of all children. The goal of all educational endeavors is to develop an educational program for each pupil in the school. The wide-range heterogeneous population in this District has prompted a reaction to pupils with special needs -- academic, behavioral and physical. Educators must guard against the prescriptive program becoming deficiency-based and assuming the profile of a treatment center.

The gains for an individual child must be measured against his/her own expectancy (based upon past performance) rather than the grade level equivalent.

The opportunity for setting specific objectives for each pupil in the elementary grades -- below-average, average and above-average -- is inherent in the prescriptive team approach. The values of the team approach are in its focus upon the individual child wherever he/she is academically, socially and emotionally.

Authority to Implement Recommendation

Superintendent of Schools.

Action Plan

Therefore, it is recommended that the Superintendent will head a select committee, including the Assistant Superintendent for Instruction, principals, representing varied grade levels, pupil personnel and specialists, and classroom teachers, to study the expansion of the prescriptive team concept for utilization for all pupils, inclusive of personnel, material and equipment, facility, time and financial resources needs. These recommendations will be made by January 15, 1976 so that budgetary considerations will be considered, if necessary.

SUMMARY, CONCLUSIONS AND IMPLICATIONS

The practicum sought to support the following hypotheses:

Hypothesis

An organized model - the intervention prescriptive team - bringing together the teacher, specialists and the principal of the school can positively affect the achievement of third grade students as follows:

(a) Third grade students who are more than one grade level on the M.A.T. will evidence gain over expectancy in their area of deficiency when compared to previous established gains (5 months). A total of .7 (seven months) gain in academic performance is predicted for these students in their area of deficiency.

(b) Third grade students who are less than one year below grade level will achieve a gain of .5 (five months) over expectancy of .5 months, thereby achieving a total gain of 1.0 or ten months.

Conclusion

The intervention prescriptive team model appears to make better use of existing resources based upon the gains beyond expectancy for both the underachievers and serious underachievers in reading in the third grade.

The gains of the severe underachievers were not as predicted in the hypothesis but the gains were better than that which were predicted as a result of past performance.

The gains of both underachievers and severe underachievers in mathematics were as projected, but were not statistically significant.

In contrast, the gains of the severe underachievers were statistically significant in reading at the .01 level.

The writer can infer that the intervention prescriptive team, as a treatment, had a positive affect upon the achievement of third grade underachievers in reading in realizing achievement gains beyond their expected gains on the M.A.T. (actual average gain per pupil of 7.1 months vs. expected gain of 5.7 months).

Implications

The intervention prescriptive team represents a model that is deserving of future documentation to verify these initial, encouraging results.

The difference in the reading results vs. those in mathematics may be attributed to the fact that the reading staff have had three years of experience in developing their management system whereas the mathematics facilitator has had only one year's experience in developing her management system. In addition, she does not have the personnel support staff that the reading program has.

The intervention prescriptive team model should give consideration as to the possible use of the art, music and physical education teachers in providing prescriptions. These specialists can be very supportive in manipulative, hand-to-eye and motor coordination exercises which are correlated to help remediate perceptual learning skill deficiencies.

Hypothesis

That the intervention prescriptive team model will increase the instructional leadership role of the principal.

Conclusion

The responses of the members of the I.P. Team, as well as the overt behavior of the principal, support the conclusion that the principal's role as instructional leader of the school was increased due to his participation in the I.P. Team efforts.

Implications

The principal's role in a school has become a potpourri of responsibilities and functions. This may be the opportunity to restudy the role of the principal and possibly reassign some of the duties which dilute the instructional efforts of the principal.

Hypothesis

That the I.P. Team model will increase the exchange of information between professionals in diagnosing and prescribing for a given child.

Conclusion

There is evidence that this increase in the exchange of information occurred between professionals as part of a diagnostic prescriptive format.

Hypothesis

That the I.P. Team will improve the competencies of the participants in problem-solving as measured by the level of self-confidence in the group process.

Conclusion

There existed no data to sustain this hypothesis. There did exist widespread subjective perceptions by I.P. Team members that as each member gained experience in the team process they also gained greater confidence and skills in group problem-solving.

Implications

The more that I.P. Team members understand the objectives and process of intervention, the more effective will be their participation in the group process.

Hypothesis

That the I.P. Team will develop a management system which will provide a monitoring system. This, in turn, will audit prescriptions after the diagnoses have been recorded and prescriptions recommended.

Conclusion

The I.P. Team did develop a management system in concert with the reading and mathematics facilitators. There existed a "softness" as to follow-up which resulted in situations where prescriptions were not implemented as frequent or with the expedience expected by the team.

Implications

The recommendation regarding the principal's role relates to these process problems. This proposal calls for a weekly monitoring conference with appropriate forms which provide progress reports on prescriptions. This is a critical part of the process where the principal must exhibit leadership, coordination and direction to maintain the integrity and accountability of the process.

Hypothesis

That the I.P. Team will deal more with problems in a preventative manner and less from a reactive posture.

Conclusion

The process and procedures followed by the I.P. Team required a pre rather than a post approach to problem-solving. The identification of the types of problems that children demonstrated, the gathering of information to support the concerns surfaced, the use of varied strategies to problem-solve and the constant revision of instructional strategies all support the early intervention hypothesis.

Implications

A recent article by Benjamin Bloom on "Time and Learning" reinforces the concept that intervention, at the appropriate time with the appropriate strategy, has greater impact when the learning problem is first evidenced by the pupil. Bloom maintains that providing additional time for the pupil in need within the same calendar period to attain the same level of achievement as his/her classmates leaves the student with the belief that he is doing as well as others. Bloom cites the psychic and motivational rewards that accrue to a pupil who believes that he/she is doing as well as his/her peer group. Retention, as well as additional remediation at his/her grade levels, add to the pupil's frustration. The need to provide unequal time in the form of instruction, tutoring and drill may require a pupil to utilize 120 percent in comparison to the 100 percent expended by other pupils to attain the same level of performance.[68] This need requires intervention by the I.P. Team and a redistribution of the pupil's time according to his/her need and not that of a school schedule.

FOOTNOTES

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4. Jencks, *op*. *cit*., p. 23-26.

5. *Ibid*., p. 29.

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APPENDICES

INTERVENTION PROGRAM - 1974-75

me Line	Task	Responsible Agent
pt. 3-6 9-13 16-20	PPS personnel assigned to specific schools to develop diagnostic data around specific competencies in reading and math areas, e.g. administer diagnostic tests, review MAT scores, establish "bench marks", develop individual profiles re "strong and weak" areas.	PPS personnel Resource personne Teachers Principals Central office
23-27*	Develop intervention Master Plan per child around 3 days a week program, e.g. before, during or after school. *Superintendent's Conference Day. Implement intervention program.	Principals Teachers Resource Teachers Transportation Dir
30	Implement selected parent conferences.	
. 1-4	Continue selected parent conferences.	Teachers
7-11 14-18	Conduct case conferences re results and plan follow-up.	PPS, Teachers, Pri
21-25	Implement selected conferences.	Teachers
28-31	Conduct case conferences re results and plan follow-up.	
. 1	Review overall program operation	Central Office Principals Transportation Dir. PPS Teachers
4-8	Implement modifications (if possible)	
11-15	Nov. 12 - Parent-Teacher Conferences	
18-22	Nov. 19 - Parent-Teacher Conferences	Teachers
25-29	Nov. 26 - Parent-Teacher Conferences	Teachers
. 3-6	Dec. 3 - Parent-Teacher Conferences	Teachers
9-13		
16-20		
23-27		

File: Schedules JUNIPER HILL SCHOOL

267

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MEMO TO: Teachers

H.P. Westerman

SUBJECT: Individual Conferences

I would like to spend a few minutes with each of you in regard to your updating me on your current program and plans in your classroom. Please use the following schedule.

Name	Wed. 12/11	Thurs. 12/12	Fri. 12/13	Tues. 12/17	Wed. 12/18	Thurs. 12/19	Fri 12/2
E. Brownstein			1:30				
J. Cartman				1:30			
L. Miller		~~2:10~~	[illegible]				
L. Ziegler		9:45					
C. Kramer		10:30					
M. McGowan			10:30				
P. Sicignano					1:30		
Callwood			2:10				
T. Fable				10:30			
V. Goldberg				9:45			
K. Thomas			9:45				
M. Darkenwald						2:10	
J. Sternberg	10:30						
V. Grocus	2:45						
R. Pullion	2:10						
M. Thompson	12:00						
R. [illegible]						[illegible]	
[illegible]		[illegible]					
L. Davis							[illegible]

267-A

October 23, 1974

TO: Dr. Frelow
FROM: Mrs. Griffin

The Intervention Program at our school officially began with a meeting involving John Hodnett, David Cozart, June Charry, Jay Lucker, Evelyn Rangell and Judity Griffin. The class list of each teacher was checked, and a new list was made of all children who were known to have learning, emotional or behavioral difficulties. Both reading consultants had previously asked the teachers to supply names of all children who were reading below grade level according to last year's records, this year's scores on the Houghton Mifflin Reading Inventory word list, and teacher observation. Meetings were then planned for teachers, Reading Consultants, and members of the Pupil Personnel Staff to discuss each child in depth. It was the feeling of the reading consultants that these conferences should be spaced so as to leave time for the children to be seen and evaluated by them first. In this way it was felt that a more complete picture of the child would be available. It was also decided to hold 3rd grade conferences last, so that Gladys Scales could attend.

Meetings were then scheduled between Jay Lucker, June Charry either E. Rangell or Judith Griffin and individual teachers according to the following schedule:

Sept. 19,	M. Robinson, J. Wilmore, K. Voltmer, T. Vanston
Sept. 23,	S. Shelton, C. Demetriades, C. Moore, W. Burr
Oct. 18,	T. Mersel,* E. Harris,* A. Stern,* A. Oppenheim,* R. Harris*
Oct. 15,	A. Adams,* L. Johnson,* M. Ciotola,* R. Bisson*
Oct. 22,	P. Christian,* B. Evans,* K. Lewis*

The last three teachers are scheduled for Oct. 27 -
E. Lieberman, J. Buchwald, F. Luks

At the conferences, discussion of each child was focused around the following 4 items:

1. Academic Weaknesses
2. Academic Strengths
3. Behavioral/Emotional difficulties
4. Prescription for learning

* included Gladys Scales

Worked out with the teacher were specific suggestions for working with the child, specific materials to be used and any needed directions and suggestions as necessary for approaching parents. Additional conferences were scheduled as needed and referrals were made for further evaluation by Jay Lucker, June Charry, or Mary Marino. Notes were kept, with a carbon provided for the teacher.

As a followup to these conferences, meetings were held approximately one week later between each teacher, the teacher assistant, and the reading consultant who works with the teacher. At these conferences, each student's progress with the suggested materials was evaluated, plans were made as to how the teacher assistant could best be involved, and any new problems or questions were discussed. Additionally, each reading consultant is scheduled to meet with each teacher and teacher assistant once or twice a month for the purpose of followup discussion. Each reading consultant is also scheduled to spend time in each classroom once a week to ascertain the children's progress and provide help as needed.

Specific followup for each child will, of course, vary. In general, the following options are being utilized:

1. Further evaluation by reading consultant, psychologist, speech therapist, nurse;
2. Use of special materials and specific programming with volunteer tutor, Manhattanville Student teachers, teacher assistants, and teachers;
3. "Demonstration lessons" by Reading Consultants where needed;
4. Specific input on materials from L.D. teachers;
5. Specific programming and input from Gladys Scales and Joan Oltman;
6. Conferences with parents;
7. Referral to E.S.L. program;
8. Referral to J. Moss.

Of a total of 524 children initially screened, a total of 142 are part of the intervention program at our school.

267-C

October 8, 1974

Dear ______________________:

Now that you've met with the Pupil Personnel Staff, I would like to begin visiting your classrooms on a weekly basis. Usually, my visits will be during class time. For our first meeting, however, I'd like to come to your room to talk with you during your prep time - ________________ ________________________. It's important that you arrange to have your Teacher Assistant sit in with us.

Thanks.

Judy G.

RECEIVED
FEB 3 1975
I. MILLER

January 30, 1975

To: Elementary Principals
From: Mr. Cozart

Just a note to request that you release all members of the P.P.S. team to participate in the evaluation of the Intervention Program at Bailey during the week of Feb. 10, 1975.

We feel that completing our evaluation of phase one of the "Intervention Program" would be more advantageous to the staff and students rather than spreading the process over a period of weeks or months.

If you have any concerns feel free to contact my office.

Thanking you in advance for your cooperation.

January 30, 1975

To: Staff - P.P.S. Committee - Mr. Finkelstein - Principals
From: Mr. Cozart

The week of February 10, 1975 has been set aside for evaluating phase one of the "Intervention Program."

The following teachers are to report to the reading room on the indicated dates and times. (21 teachers are meeting during their special periods).

MONDAY - FEB. 10th	
Mr. Vanston	9:00
Mrs. E. Harris	10:00
Mrs. Shelton	11:00
Miss Lewis	12:40
Mr. Adams	1:40

TUESDAY - FEB. 11th	
Miss. R. Harris	9:00
Mrs. Wilmore	10:00
Mrs. Buchwald	11:00
Mrs. Christian	12:40
Mrs. Demetriades	1:40

WEDNESDAY - FEB. 12th	
Mrs. Mersel	9:00
Mrs. Voltmer	10:00
Mrs. Robinson	11:00
Mr. Ciotola	12:40
Mrs. Moore	1:40

THURSDAY - FEB. 13th	
Miss Stern	9:00
Mr. Luks	10:00
Mr. Bisson	11:00
Mrs. Evans	12:40
Mr. Burr	1:40

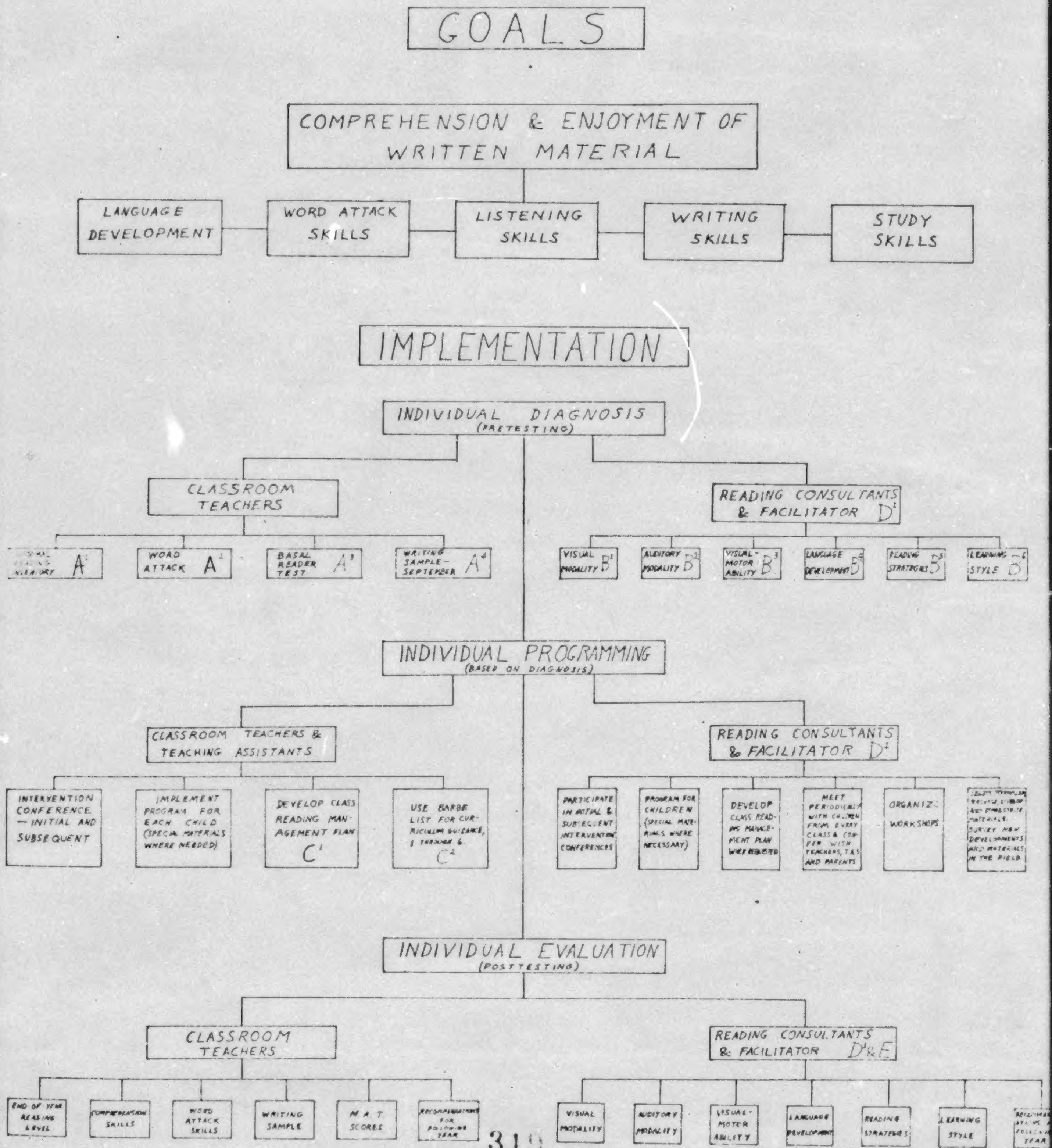
FRIDAY - FEB. 14th	
Mrs. Oppenheim	9:00
Mrs. Johnson	10:00
Mrs. Lieberman	11:00

Aides will transport children to and/or from their scheduled specials.

Teachers should also encourage their aides to participate in the conference.

If you have any concerns please notify this office.

READING & LANGUAGE ARTS PLAN, 1-6


GOALS
COMPREHENSION & ENJOYMENT OF WRITTEN MATERIAL
LANGUAGE DEVELOPMENT
WORD ATTACK SKILLS
LISTENING SKILLS
WRITING SKILLS
STUDY SKILLS
IMPLEMENTATION
INDIVIDUAL DIAGNOSIS (PRETESTING)
CLASSROOM TEACHERS
A¹
WORD ATTACK A²
BASAL READER TEST A³
WRITING SAMPLE-SEPTEMBER A⁴
READING CONSULTANTS & FACILITATOR D¹
VISUAL MODALITY B¹
AUDITORY MODALITY B²
VISUAL-MOTOR ABILITY B³
LANGUAGE DEVELOPMENT B⁴
READING STRATEGIES B⁵
LEARNING STYLE B⁶
INDIVIDUAL PROGRAMMING (BASED ON DIAGNOSIS)
CLASSROOM TEACHERS & TEACHING ASSISTANTS
INTERVENTION CONFERENCE —INITIAL AND SUBSEQUENT
IMPLEMENT PROGRAM FOR EACH CHILD (SPECIAL MATERIALS WHERE NEEDED)
DEVELOP CLASS READING MANAGEMENT PLAN C¹
USE BARBE LIST FOR CURRICULUM GUIDANCE, 1 THROUGH 6. C²
READING CONSULTANTS & FACILITATOR D¹
PARTICIPATE IN INITIAL & SUBSEQUENT INTERVENTION CONFERENCES
PROGRAM FOR CHILDREN (SPECIAL MATERIALS WHERE NECESSARY)
DEVELOP CLASS READING MANAGEMENT PLAN WHERE REQUIRED
MEET PERIODICALLY WITH CHILDREN FROM EVERY CLASS & CONFER WITH TEACHERS, TAS AND PARENTS
ORGANIZE WORKSHOPS
AND DEMONSTRATE MATERIALS. SURVEY NEW DEVELOPMENTS AND MATERIALS IN THE FIELD.
INDIVIDUAL EVALUATION (POSTTESTING)
CLASSROOM TEACHERS
END OF YEAR READING LEVEL
COMPREHENSION SKILLS
WORD ATTACK SKILLS
WRITING SAMPLE
M. A. T. SCORES
RECOMMENDATIONS FOR FOLLOWING YEAR
READING CONSULTANTS & FACILITATOR D¹ & E
VISUAL MODALITY
AUDITORY MODALITY
VISUAL-MOTOR ABILITY
LANGUAGE DEVELOPMENT
READING STRATEGIES
LEARNING STYLE
YEAR

FLOW CHART CODES

INTRODUCTORY STATEMENT

The underlying philosophy of this reading management system is the acceptance of each child's unique learning style. Emphasis, therefore, is placed on individualization of diagnosis, teaching and evaluation, and the determination of appropriate goals.

A CODE

A^1 Informal Reading Inventory

Houghton Mifflin used now
Other IRIS being explored
Class grid being proposed

A^2 Diagnostic test of phonic skills
Class grid being proposed

A^3 Actual series and grade level in which child is started (see materials log)

A^4 Uncorrected and uncopied writing sample submitted in September of school year

B CODE

B^1 Visual Modality
Test for visual memory
Test for reversals
Test for eye-hand coordination

B^2 Auditory Modality
Test for auditory memory
Test for reading potential (listening skills)
Test for ability to do auditory blending
Test for auditory discrimination

B^3 Visual Motor Ability
Test for fine motor
Coordination and Integration

B^4 Language Development
Jansky Picture Naming Test
Sapir Vocabulary Test
Story Retell

B^5 Reading Strategies
Determination of strategies used by child in reading, e.g., Goodmand Burke Inventory, etc.

B^6 Learning Style
Determining the reading - learning style of child from observation and tests mentioned on first page

C CODE

C^1 Class Reading Management Plan
The individual teacher's method of class organization for reading and record keeping system

C^2 Barbe Basic Reading Skills Check List
has been recommended for each classroom teacher 1 - 6

D CODE

D^1 Facilitator consults on request of each building reading consultant.

E CODE

E^1 This information is in Reading Teacher's Report Form.

ED

Last, First

Birth Date ______________

IRI Cumulative Pupil Summary Sheet

Grade	Examiner	Date	Word Recognition Level	* Instructional Reading Level	* Independent Reading Level	Oral Comp. Score	Oral Reading Score	Silent Comp. Score
2								
3								
4								
5								
6								

* Oral-Reading Score: 95 or over, and Average Comprehension Score: 90 or over = Independant Status

Oral-Reading Score; 90-94, and Average Comprehension Score: 70-89 = Instructional Status

Reading Folder Check Sheet

Name	Grade					
Last, First	1	2	3	4	5	6
1. Houghton-Mifflin – Include:						
a. First and last name of student						
b. date administered						
c. complete scoring						
d. placement in folder						
2. Rosewell-Chall						
3. Creative Writing Sample (uncorrected)						
a. September b. May						
4. Record of Reading Materials						
5. Staple together material by grade level						

Greenburgh Central Seven Schools

RECOMMENDATIONS FOR LANGUAGE ARTS PROGRAM

Year: ____

Grade: ____

Child: Teacher: Reading Teacher:

Houghton Mifflin Results

Other Tests

Placement in Material

Specific Activities	Continue	Discontinue	D

Greenburgh Central Seven Schools

RECOMMENDATIONS FOR LANGUAGE ARTS PROGRAM

Year:

Child:

Teacher: Darkenwald

Reading Teacher: Atkins

Grade:

Houghton Mifflin Results P Instructional Level

Other Tests Roswell Chall

Placement in Material P- Harcourt Brace

Good blending; discrimination; word-by-word; VMI problems; Tested by Jean Nowicki; - BOCES

orientation problems (- left-right) (organization poor) - very distractible;

Specific Activities	Continue	Discontinue
Sun & Shadow - p.76 - Vocab. retention good; word-by-word; Begin Merrill / Bk. 1 - p.31	✓	
	Meeting / PPS Team;	
In using Merrill Bk. - dictate a sentence for him to write; 2x each week - with T.A. (?)		
Use DLM materials for sequencing; Do story retelling / picture books		
Structure a place for him to work - put green - red dot on a desk as a starting & stopping pt. for him - develop. left to right.		
Together - p.62 - vocab. retention good - fluent & Needs expressive language develop. and auditory memory	✓	
Suggestions are - exercises from Language Approach to Learning Disabilities; exercises		
Continuous Sound Read, Study Skills Exercises		
Work at home - use literature series - Happiness Hill - read story and discuss vocabulary & story with him.		
[illegible] [illegible]		

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RECOMMENDATIONS FOR LANGUAGE ARTS PROGRAM

Child:

Teacher: Darkenwald

Reading Teacher: Atkins

Year: 19

Grade: 3

Houghton Mifflin Results 2^2 Instructional level

Other Tests Roswell Chall

Placement in Material 2^2 Follett

ung 8 yr. old; VMI good; good blending; has had several [illegible]

Specific Activities [illegible] some b/d reversals at times

Specific Activities	Continue	Discontinue	Da
Expression good; t Happened - p.79 - vocab. retention good;	✓		11/13
t Happened - p.143 - reading comfortably	✓		12/5
bsent			
Case Conference peech problem still apparent - he has expressed some concern about it himself. [illegible] children are beginning to make fun of him. Some immaturity. Suggestions: (1) Short workup by Curt to determine M.H. (2) Rechecked by Jay (3) Ask Connie to ck. if on medication for epilepsy.			1/29 2/2
expression good. inished It Happened - Pretty fluent - comprehension good H.H. -- D 34 E - 7x work on blends, review short e sound	✓		2/18
Ready to begin 3' - New Faces vocab. retention			
ew Faces - p.43 - good - reading comfortably	✓		3/1
ew Faces - p.127 - Continuing to [illegible]	✓		4/19
ew Faces - p.188 - reading fluently - sound-symbol relationships good.			5/21

Greenburgh Central Seven Schools

RECOMMENDATIONS FOR LANGUAGE ARTS PROGRAM

Year: 1974

Child:

Teacher: Darkenwald   Reading Teacher: Atkins   Grade: 3

oughton Mifflin Results 2' Instructional Level

ther Tests Roswell-Chall

lacement in Material

us/expression; vmi good; can do blending -

pecific Activities	Continue	Discontinue	Date
n City Streets - p. 127 - vocab. retention good; fluent/expression;	✓		11/13/7
[illegible] 12 - reading comfortably in material. Reading rate fairly fluent/expression.	✓		[illegible]
Happened - p. 183 - fluent - ready to go to 3' - try City Sidewalks? H.H.-D-2x E-6x			1/20/7
ty Sidewalks - p. 207 - reading very comfortably + fluently;	✓		3/12/7
nd the Corner - p. 112 - reading comfortably Needs tch. of contextual clues for unknown words & to dev. more comp. skills.	✓		5/21/
Would benefit from more [illegible] & devel. better sound-[illegible] relationships, letter [illegible]			

[illegible]

GREENBURGH CENTRAL SEVEN

Teacher ______________________ Date ______________

RECORD OF READING MATERIALS

Name ______________________ Grade __________ Year __________

I. Classroom Organization for Reading (check one)

1) Individualized
2) Group
3) Group & Individualized
4) Whole Class

II. Basal Readers

Title	Publisher	Level	(Optional) Child's Reaction

II. Basal Workbooks

Title	Publisher	Level	(Optional) Child's Reaction

IV. Supplementary Comprehension & Study Skills Materials

Title	Publisher	Level	(Optional) Child's Reaction

Special Materials

A. (i.e. Palo Alto, SRA Linguistic, Merrill Linguistics, Programmed Reading)

Title	Publisher	Level	(Optional) Child's Reaction

B. Phonetic Analysis Materials

Title	Publisher	Level	(Optional) Child's Reaction

VI. Trade Books (check one)

Most or all of child's reading program

Considerable part of reading program

Small part of reading program

None

Greenburgh Central Seven

END OF YEAR LANGUAGE ARTS SUMMARY FOR THE CLASSROOM TEACHER DATE ____________

____________	____________	________	________
Child	Teacher	School	Grade

1. Attitude of child toward reading: Excellent __ Good __ Poor __ Dislikes __

2. What are the child's interests in reading: Everything __ Fiction __
Nonfiction __ Special interest __

3. Word Analysis Skills Needs:

Phonics: Excellent __ Good __ Poor __ Disabled __

Context Clues: Excellent __ Good __ Poor __ Disabled __

Structural Analysis: Excellent __ Good __ Poor __ Disabled __

4. Does the child have special needs in listening skills? ____________________

____

5. Comprehensions needs:

Main idea __ Literal interpretation __ Sequencing skills __ Inference __

Vocabulary __ Critical evaluation __ Drawing conclusions __ General response to and interaction with printed material (does child hear what is written on page or is reading a mechanical and rote process?) ____________________

6. Does the child need special emphasis in the following oral language areas:

Vocabulary __ Sentence structure __ Organizing thoughts to express ideas __

7. Please include a sample of child's original and uncorrected writing sample - one in September - one in June. Please date samples. This includes grades 1 - 6.

8. Does the child need special emphasis in the following study skills? (omit if not applicable to your curriculum)

Reading maps and graphs ____ Outlining ____ Dictionary skills ____

Writing reports ____ Other ____________________

9. Has the parent been asked to work with the child at home? ___
If so, would you recommend it be continued? ___

10. Pupil personnel involvement: Psychologist ___ Social worker ___ Speech therapist
E.S.L. ___ Nurse ___ Are there special health problems? ___

11. Have there been frequent absences? ___

12. Further comments by teacher:

Greenburgh Central Seven

REPORT OF READING TEACHER'S DIAGNOSIS

Child's Name ____________________ Child's Birthdate ____________________

Grade ________ Teacher ____________________ Date ____________________

BEGINNING OF YEAR

A. Results of I.R.I.: Grade Level ________ Recommended Series ____________

1. Recommendations for special materials ____________________

2. Recommendations for special approaches (i.e., L.E.) ____________

3. Errors child makes: Contextual ____ Structural ____ Phonic ____

B. General assessment of learning style: ____________________

____

C. Involvement of Pupil Personnel: Psychologist ____ Social Worker ____

Speech Therapist ____ E.S.L. ____ Nurse (special needs) ____

D. Visual Modality (if test is used, please name it)

1. Memory ____________________

2. Eye-hand motor coordination ____________________

3. Perception of letters ____________________

E. Auditory Modality (if test is used, please name it)

1. Memory ____________________

2. Blending ____________________

3. Discrimination ____________________

F. Comprehension

1. Specific areas of weakness ____________________

2. Listening comprehension (called reading potential on H.M.) ____________

____

G. Oral Language Areas

1. Through story retelling technique assess the following areas:

a. Sequencing of story ____________________

b. Vocabulary

G. Oral Language Areas - (continued)

c. Comprehension and ability to express content of story ____________________

____

d. Syntax ____

e. Use of standard or non-standard English ____________________

2. Sapir Vocabulary Scale ______________________________________

3. Picture naming (please name tests) ____________________________

4. Categorizing ____

5. Basic Concepts: i.e.: on, in, on top of, under, between, etc. ____________

____

H. Errors Child Made in Writing:

1. Reversals ____

2. Inversions ____

3. Sequencing of letters _______________________________________

4. Pencil grip ____

I. Orientation

1. Child does not know:

days of the week ____ day before and after ____ months ____ number before and after ____ seasons ____ address ____ phone number ____ town he lives in ____ state ____ country ____ other ____________________

2. General knowledge background ______________________________

3. General level of maturity __________________________________

J. Recommendations to Parents: ________________________________

____

K. Other Testing Done by Reading Teacher: (i.e., Assessment of Study Skills, Slingerland, Reading Miscue Inventory, Woodcock). Please either summarize information or attach.

REPORT OF READING TEACHER'S DIAGNOSIS

L. Possible Problems Interfering With Progress: ______

END OF YEAR

M. Summary of Progress Child Has Made:

1. I.R.I. grade level placement ______
2. Areas of comprehension still needing emphasis ______
3. Areas of word attack skills still needing emphasis ______
4. Areas of hand writing skills still needing emphasis ______
5. Areas in oral language expression still needing emphasis ______
6. Child's self image ______
7. Child's interest and involvement in reading ______
8. Special recommendations for child's learning environment next year ______
9. Comments by reading teacher, including suggested programming for next year and any changes in learning style or reading strategies. (over if necessary)

AUDITORY BLENDING - Use Roswell-Chall Auditory Blending Test or:

Examples: s-ing sing
g-o go

a-t
n-o
i-f
u-p
s-ay
m-y
b-e
t-oo

c-ow
h-e
st-ep
f-at
pl-ay
b-oat
ch-ain

b-ed
c-ake
r-an
t-ime
c-all
c-a-t
b-i-g

c-u-ff
s-a-d
g-o-t
m-a-p
r-u-g
d-e-sk
t-oa-st
p-e-t

Grade	Inf.	Adeq.
1	0-6	7-30
2	0-10	11-30
3	0-14	15-30
4	0-18	19-30
5	0-25	26-30

JANSKY PICTURE NAMING

Note responses and score + for items passed

1 ______________ _____
2 ______________ _____
3 ______________ _____
4 ______________ _____
5 ______________ _____
6 ______________ _____
7 ______________ _____
8 ______________ _____
9 ______________ _____
10 ______________ _____
11 ______________ _____
12 ______________ _____
13 ______________ _____
14 ______________ _____
15 ______________ _____
16 ______________ _____
17 ______________ _____
18 ______________ _____
19 ______________ _____
20 ______________ _____
21 ______________ _____
22 ______________ _____

READING MISCUE INVENTORY CODING SHEET

© Carolyn L. Burke and Yetta M. Goodman 1972

Reader Date Selection

Teacher Class School

Miscue Number

Reader

Text

QUESTION TOTAL

COLUMN TOTAL PERCENTAGE

DIALECT 1

INTONATION 2

Y P N GRAPHIC SIMILARITY 3

Y P N SOUND SIMILARITY 4

Y P N GRAMMATICAL FUNCTION 5

CORRECTION 6

GRAMMATICAL ACCEPTABILITY 7

PATTER

COLUM PERC

Reader

Text

DIALECT 1

INTONATION 2

Y
P
N
GRAPHIC SIMILARITY 3

Y
P
N
SOUND SIMILARITY 4

Y
P
N
GRAMMATICAL FUNCTION 5

CORRECTION 6

GRAMMATICAL ACCEPTABILITY 7

SEMANTIC ACCEPTABILITY 8

MEANING CHANGE 9

No Loss
Partial Loss
Loss
COMPREHENSION

Strength
Partial Strength
Weakness

COLUMN TOTAL
PERCENTAGE
QUESTION TOTAL

COLUMN TOTAL
PERCENTAGE
PATTERN TOTAL

AUDITORY SEQUENCING MEMORY (Terman & Merrill)

Sentences Years

4-6 We are going to buy some candy for mother.

Jack likes to feed little puppies in the barn.

5-6 Jane wants to build a big castle in her playhouse.

Tom has losts of fun playing ball with his sister.

7 Betty has made a pretty dress for her doll out of blue ribbon.

My baby brother wants Santa Claus to bring him a great big drum.

8 Fred asked his father to take him to see the clowns in the circu

Billy had made a beautiful boat out of wood with his sharp knife

11 At the summer camp the children get up early in the morning to go swimming.

Yesterday we went for a ride in our car along the road that crosses the bridge.

13 The airplane made a careful landing in the space which had been prepared for it.

Tom Brown's dog ran quickly down the road with a huge bone in his mouth.

Vocabulary Sub-Test

a. orange
b. pocket
c. straw
d. puddle
e. tap
f. gown
g. roar
h. eyelash
i. Venus
j. juggler

for each word
categorization - 2 points
essential description - 1½ points
essential function - 1 point
vague description or function - ½ point
error or don't know - 0 point

EXCERPTED FROM READING FACILITATOR'S REPORT

C. Problems and Successes of Reading Program

1. The case conference approach in each of the elementary buildings has been a huge success for the following reasons:

   a. The teacher feels the immediate support of the entire team. The principal is not seen as a "threatening supervisor" but rather a member of their team which is there to help her/him! As one teacher put it "Great - I've got you all together now and don't have to go chasing after each of you individually." The teachers have expressed the hope that this continues through the year.

   b. The individual member of the team has already expressed the positive feeling of working together to solve some of the knotty problems (one which always comes up at the end of the year - retention). As she expressed it (this was a reading consultant and since they are in the buildings more days than P.P.S., and this year in particular, each building has a full-time reading consultant) "I don't have to feel I'm out there all alone helping the teacher to make certain moves with a child. I have a whole team to consult with."

   c. The teacher and all concerned get a "handle" on the child with problems early in the year so that, hopefully, some positive things can happen to that child.

   d. Some problems with case conferencing:

      1) Some of the staff involved feel that schools should be visited by the team on alternate days of the week rather than concentrating on one school at a time for the following reasons.

         a) It will at least give the reading teacher time to get to know children new to the building - either new entrants to district or first and fourth graders. Also, there may be children perceived

b) When fourth grade classes are discussed, it was felt that it would be helpful to have the primary grade reading teachers present for these conferences. (These will be listed again under suggestions for next year.)

c) Not all classroom teachers are inserting the materials that have bee asked for in the reading folder, such as: materials list; End of the Year Classroom Teacher's Reading Diagnosis; Parent-Teacher conferences have been found missing in some of the cums.

2) Although all the teachers are doing the Houghton Mifflin and the Roswell Chall, there is still not uniformity and sometimes confusion in the way the teacher marks either of these tests. (The problem has been more prevalent with the Houghton Mifflin. Also, all tests that are given should be dated.)

3) There is still a great deal of complaining about the use of the Houghton Mifflin on the part of the teacher. These tests take a lot of time. Their physical arrangement is cumbersome and now with the math testing, the complaints are deafening.

a) It is suggested that there be further discussion with the teachers on just what diagnosis means.

b) The reading facilitator do a pilot check out using the Silvoroli I.R.I., which is shorter, less cumbersome and less time consuming to see if the results are similar to the Houghton Mifflin. There are two forms on each grade level. This is one of the biggest complaints about the H.M. There is only one form for each grade level

4) Teachers still need a great deal of supportive help on meaningful independent activities for class, classroom management and correct pacing for all children in reading. In going over material forms from Grade 1 to Grade 2 (although regression is always expected, particularly for the unfluent reader) it has been amazing in some cases to see how "high"

a child has been placed in material, how far back they have regressed and where the need obviously was for a more varied program in language arts and horizontal reading experiences rather than vertical experiences. It is in this area that the reading consultant often feels great frustration. She is not a supervisor and can only make suggestions. It is quite possible that through the more frequent meetings of the team with the principal present and the reporting of suggested activities [illegible] may be able to get to the solution of this problem.

5. It is hoped that the teacher assistant workshops will begin almost immediately and that the teacher assistants will be an increasingly positive asset to the classroom and the individual child, particularly in grades 4 - 6, where there has been practically no workshops or orientation. Also, there are many new primary teacher assistants and our old timers want more training!

6. It is hoped that there will be some kind of organization of inservice workshops for teachers in the area of language arts - new methods, new materials and new research findings.
   a) Perhaps Superintendent's Day can be part of the answer.

7) Reading consultants need time for at least monthly meetings and time for inservice workshop days as we had at the end of last year. This was a huge success.

8) It will have to be decided by administration who shall be responsible to see to it that classroom teachers place all of the required materials in each child's reading folder.

9) We are fortunate to have the huge variety of published materials that we do - at all levels. Nevertheless, we should not get caught up in the sole use of these materials. The materials, when used, should be

used creatively and not with an overreliance on teacher's guides. Teacher's guides are not always related to the needs of individual children. In addition to published basal-type materials, there must be much more use of library books, teacher-made materials and language experience stories.

10. Where recordkeeping, both by the teacher and the reading consultant, has been done adequately, this material is of great assistance to following through with a child in the next year of his school life.

11. The inclusion of parents as one of the partners in helping his/her child has been increasing, but there are many pitfalls that we have to be aware of:

    a) Parents do not dictate curriculum.

    b) Where a parent does not work well with his/her child in the reading area, we must help the parent understand the positive role he/she can play through a variety of informal activities.

    c) We try harder to get the parent to school who, for whatsoever reason, cannot get there and honestly (but with non-judgmental words) inform him/her about his child's progress or lack of it in reading.

    d) We try to help the parents set realistic goals for their child.

12. Where there are L.D. teachers or classes within our schools - reading people and Director of Special Education - coordinate with the L.D. person specifically in the reading area.

13. There is an attempt being made in each building to try to get parents to volunteer to help children in some of the language arts areas (even if just for taping books).

14. Make sure that all diagnostic and prescriptive forms are in the schools by the first day of school.

15. The teacher assistant should be available to work with the reading consultant when the consultant comes into the room to see children. This is not a consistent procedure through the buildings. It provides more on-the-job training for the assistant.
16. Hopefully there will be time for more contact between reading consultants K - 6 with reading people 7 - 12.
17. Materials in reading folders going from 6th grade to 7th are still not being properly explained. Of course one of the problems is that for at least the last four years Webb has not had the same reading consultant for more than one year.
18. Facilitator will have to "steal" time to work with Nursery in language area.

PRIMARY

MATH PROFILE CARD

TEACHER OBSERVATION GRADE 1	TEACHER OBSERVATION GRADE 2	TEACHER OBSERVATION GRADE 3
Date:_____ Teacher:_____	Date:_____ Teacher:_____	Date:_____ Teacher:_____

Name ______________________________________

________________________ NAME

NAME ____________________

KEY TO MARKING: / – Topic introduced; needs further development
X – Topic developed to extent expected

1 2 3
Numbers and Numeration
☐☐☐ Counts objects 0-10
☐☐☐ Counts objects 10-21
☐☐☐ Counts objects 21 up
☐☐☐ Reads numerals 0-10
☐☐☐ Writes numerals 0-10
☐☐☐ Writes and reads numerals 10-100
☐☐☐ Writes and reads numerals 100-999
☐☐☐ Writes and reads beyond 939
☐☐☐ Ordinal counting first-tenth
☐☐☐ Ordinal counting before, between
☐☐☐ Ordinal counting after, one more
☐☐☐ Ordinal counting eleventh-thirtieth
☐☐☐ Number line 0-10
☐☐☐ Number line beyond 10
☐☐☐ positive-neg. nos.
☐☐☐ Reproduces & repeats concrete patterns
☐☐☐ Reproduces & repeats number patterns
☐☐☐ Odd numbers
☐☐☐ Even numbers
☐☐☐ Can round off numbers
☐☐☐ Roman numerals

☐☐☐
☐☐☐

Sets*
☐☐☐ Can sort and Classify
☐☐☐ Can match one-to-one

Identifies and makes sets
☐☐☐ equivalent
☐☐☐ non-equivalent
☐☐☐ subsets
☐☐☐ Matches objects to numeral
☐☐☐ Joins & separates sets

☐☐☐
☐☐☐

Geometry*
Identifies:
☐☐☐ Inside, outside of shape
☐☐☐ Closed and open
☐☐☐ Curved and flat
☐☐☐ Solid and hollow
☐☐☐ Concave and Convex
☐☐☐ Points, lines, line segments, rays
☐☐☐ Angles, sides
☐☐☐ Triangles
☐☐☐ Quadrilaterals
☐☐☐

Identifies solid shapes in Environment:
☐☐☐ Cubes
☐☐☐ Rectangular Prism (box)
☐☐☐ Pyramid (cone)
☐☐☐ Sphere (ball)
☐☐☐ Faces, corners, edges, surfaces
☐☐☐

Recognizes and distinguishes plane shapes:
☐☐☐ Circle
☐☐☐ Triangle
☐☐☐ Rectangle
☐☐☐ Square
☐☐☐ Rhombus
☐☐☐ Parallelogram
☐☐☐ Trapezoid
☐☐☐ Hexagon

☐☐☐
☐☐☐

1 2 3
Operations
Addition - no regrouping
☐☐☐ Zero-10
☐☐☐ 10-20
☐☐☐ two digit sums
☐☐☐ three or more digit sums
Subtraction - no regrouping
☐☐☐ Zero-10
☐☐☐ two digit sums
☐☐☐ three or more digit sums
Addition - regrouping
☐☐☐ 10-20
☐☐☐ two digit sums
☐☐☐ three or more digit sums
Subtraction - regrouping
☐☐☐ two digit sums
☐☐☐ three or more digits
☐☐☐ Missing addend
Understands Symbols and terms:
☐☐☐ +, −, =
☐☐☐ sum, difference, equal
☐☐☐ ☐ (box, placeholder)
☐☐☐ >, <, =, more than, less than
Understands commutative property
☐☐☐ of addition – one digit
☐☐☐ two digits
Understands associative property
☐☐☐ one digit
☐☐☐ two digits
Addition
☐☐☐ 3 or more addends
☐☐☐ Expanded notation
☐☐☐ Estimating
☐☐☐ Problem solving
Subtraction
☐☐☐ Expanded notation
☐☐☐ Estimating
☐☐☐ Problem solving
Multiplication
☐☐☐ Counting by 2's, 5's, 10's
☐☐☐ Repeated addition
☐☐☐ one digit, no regrouping
☐☐☐ two digits, no regrouping
Regrouping
☐☐☐ one digit
☐☐☐ two digits
☐☐☐ three or more digits
☐☐☐ Expanded notation
☐☐☐ Missing factor
☐☐☐ Commutative property
☐☐☐ Distributive property
☐☐☐ Multiplication facts 12 x 12
☐☐☐ Family of facts with division
☐☐☐ Estimating
☐☐☐ Arrays
☐☐☐ Symbol - X
☐☐☐ Terms-product, factor
Division
☐☐☐ Sharing
☐☐☐ Repeated subtraction
☐☐☐ One digit - no remainder
☐☐☐ One digit - remainder
☐☐☐ Two digits - remainder
☐☐☐ Two digits - no remainder
☐☐☐ Problem solving
☐☐☐ Estimating
☐☐☐ Family of facts with mult.
☐☐☐ Division facts
☐☐☐ Arrays
☐☐☐ quotient ÷
☐☐☐ symbol $\overline{)}$

☐☐☐
☐☐☐

1 2 3
Place Value
Knows:
☐☐☐ 10 ones equal one ten
☐☐☐ 10 tens equal one hundred
☐☐☐ 10 hundreds equal one thousand
☐☐☐ 1000 thousands equal one million
☐☐☐ bases other than ten
☐☐☐ Can exchange penny, nickel, dime
☐☐☐ Can regroup ones, tens, hundreds
☐☐☐ Understands place value of zero

☐☐☐
☐☐☐

Measurement
☐☐☐ Knows Relational Concepts (high/low, etc.)
☐☐☐ Can compare length - non standard
Understands and works with:
☐☐☐ Standard Units of Measure
☐☐☐ inches - feet - yards
☐☐☐ cups - pints - quarts
☐☐☐ ounces - pounds - tons
☐☐☐ seconds - minutes - hour
☐☐☐ hour - day - week
☐☐☐ week - month - year
Understands and reads Time:
☐☐☐ Hour
☐☐☐ Half hour
☐☐☐ Quarter hour
☐☐☐ 5-min. intervals
☐☐☐ Minutes
☐☐☐ Problem solving
☐☐☐ Modular Arithmetic
Identifies and understands Money:
☐☐☐ Penny
☐☐☐ Nickel
☐☐☐ Dime
☐☐☐ Quarter
☐☐☐ Half dollar
☐☐☐ Dollar
Knows equivalency for:
☐☐☐ Coins to 50
☐☐☐ Currency to $5.00
☐☐☐ Makes Change to $1.00
☐☐☐ Makes Change to $5.00
☐☐☐ Addition & substraction w money
☐☐☐ Multiplication & division w money
☐☐☐ Problem solving w money
Graphs:
☐☐☐ pictorial
☐☐☐ bar
☐☐☐ line
☐☐☐ circle
☐☐☐ thermometer
☐☐☐ problem solving

☐☐☐
☐☐☐

Fractions
☐☐☐ Knows fractional parts of a whole and a group:
☐☐☐ 1/2, 1/3, 1/4
☐☐☐ 1/5, 1/10, 1/6, 1/7, 1/8, 1/9
☐☐☐ Improper Fractions
☐☐☐ Mixed Fractions
Can add fractions - Like Denom.
☐☐☐ 2 fractions
☐☐☐ 3 fractions
☐☐☐ Can subtr. fractions - Like Denom.
☐☐☐ Problem solving
☐☐☐ Identifies equiv. fractions

☐☐☐
☐☐☐

☐☐☐ Counts objects 0-10
☐☐☐ Counts objects 10-21
☐☐☐ Counts objects 21 up
☐☐☐ Reads numerals 0-10
☐☐☐ Writes numerals 0-10
☐☐☐ Writes and reads numerals 10-100
☐☐☐ Writes and reads numerals 100-999
☐☐☐ Writes and reads beyond 999
☐☐☐ Ordinal counting first-tenth
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☐☐☐ Reproduces & repeats concrete patterns
☐☐☐ Reproduces & repeats number patterns
☐☐☐ Odd numbers
☐☐☐ Even numbers
☐☐☐ Can round off numbers
☐☐☐ Roman numerals

☐☐☐
☐☐☐

Sets*
☐☐☐ Can sort and Classify
☐☐☐ Can match one-to-one

Identifies and makes sets
☐☐☐ equivalent
☐☐☐ non-equivalent
☐☐☐ subsets
☐☐☐ Matches objects to numeral
☐☐☐ Joins & separates sets

☐☐☐
☐☐☐

Geometry*
Identifies:
☐☐☐ Inside, outside of shape
☐☐☐ Closed and open
☐☐☐ Curved and flat
☐☐☐ Solid and hollow
☐☐☐ Concave and Convex
☐☐☐ Points, lines, line segments, rays
☐☐☐ Angles, sides
☐☐☐ Triangles
☐☐☐ Quadrilaterals
☐☐☐

Identifies solid shapes in Environment:
☐☐☐ Cubes
☐☐☐ Rectangular Prism (box)
☐☐☐ Pyramid (cone)
☐☐☐ Sphere (ball)
☐☐☐ Faces, corners, edges, surfaces
☐☐☐

Recognizes and distinguishes plane shapes:
☐☐☐ Circle
☐☐☐ Triangle
☐☐☐ Rectangle
☐☐☐ Square
☐☐☐ Rhombus
☐☐☐ Parallelogram
☐☐☐ Trapezoid
☐☐☐ Hexagon

☐☐☐
☐☐☐

Addition - no regrouping
☐☐☐ Zero-10
☐☐☐ 10-20
☐☐☐ two digit sums
☐☐☐ three or more digit sums
Subtraction - no regrouping
☐☐☐ Zero-10
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☐☐☐ Missing addend
Understands Symbols and terms:
☐☐☐ +, −, =
☐☐☐ sum, difference, equal
☐☐☐ ☐ (box, placeholder)
☐☐☐ >, <, = more than, less than
Understands commutative property
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☐☐☐ Multiplication facts 12 x 12
☐☐☐ Family of facts with division
☐☐☐ Estimating
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☐☐☐ Symbol - X
☐☐☐ Terms-product, factor
Division
☐☐☐ Sharing
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☐☐☐ One digit - remainder
☐☐☐ Two digits - remainder
☐☐☐ Two digits - no remainder
☐☐☐ Problem solving
☐☐☐ Estimating
☐☐☐ Family of facts with mult.
☐☐☐ Division facts
☐☐☐ Arrays
☐☐☐ quotient ÷
☐☐☐ symbol $\overline{)\quad}$

☐☐☐
☐☐☐

Knows:
☐☐☐ 10 ones equal one ten
☐☐☐ 10 tens equal one hundred
☐☐☐ 10 hundreds equal one thousand
☐☐☐ 1000 thousands equal one million
☐☐☐ bases other than ten
☐☐☐ Can exchange penny, nickel, dime
☐☐☐ Can regroup ones, tens, hundreds
☐☐☐ Understands place value of zero

☐☐☐
☐☐☐

Measurement
☐☐☐ Knows Relational Concepts (high/low, etc.)
☐☐☐ Can compare length - non standard
Understands and works with:
☐☐☐ Standard Units of Measure
☐☐☐ inches - feet - yards
☐☐☐ cups - pints - quarts
☐☐☐ ounces - pounds - tons
☐☐☐ seconds - minutes - hour
☐☐☐ hour - day - week
☐☐☐ week - month - year
Understands and reads Time:
☐☐☐ Hour
☐☐☐ Half hour
☐☐☐ Quarter hour
☐☐☐ 5-min. intervals
☐☐☐ Minutes
☐☐☐ Problem solving
☐☐☐ Modular Arithmetic
Identifies and understands Money:
☐☐☐ Penny
☐☐☐ Nickel
☐☐☐ Dime
☐☐☐ Quarter
☐☐☐ Half dollar
☐☐☐ Dollar
Knows equivalency for:
☐☐☐ Coins to 50
☐☐☐ Currency to $5.00
☐☐☐ Makes Change to $1.00
☐☐☐ Makes Change to $5.00
☐☐☐ Addition & substraction w money
☐☐☐ Multiplication & division w money
☐☐☐ Problem solving w money
Graphs:
☐☐☐ pictorial
☐☐☐ bar
☐☐☐ line
☐☐☐ circle
☐☐☐ thermometer
☐☐☐ problem solving

☐☐☐
☐☐☐

Fractions
☐☐☐ Knows fractional parts of a whole and a group:
☐☐☐ 1/2, 1/3, 1/4
☐☐☐ 1/5, 1/10, 1/6, 1/7, 1/8, 1/9
☐☐☐ Improper Fractions
☐☐☐ Mixed Fractions
Can add fractions - Like Denom.
☐☐☐ 2 fractions
☐☐☐ 3 fractions
☐☐☐ Can subtr. fractions - Like Denom.
☐☐☐ Problem solving
☐☐☐ Identifies equiv. fractions

☐☐☐
☐☐☐

Diagnosis Using Manipulatives

To be done:

COUNTING - one-to-one or small group

1. Can child count by rote from 1 - 10?
2. Can child count objects - one to one - from 1 - 10?
3. Can child state number before and/or after a particular number 1 - 10?

NUMBERNESS

4. Can child recognize concrete or picture sets 1 to 4 without counting?

COMPARATIVE VOCABULARY

5. Can child identify this terminology with pictured sets or concrete sets?

   First and Last
   More and Less
   Tall and Short
   Larger and Smaller
   Big and Little
   Fat and Thin

ORDINAL NUMBERS

6. Can child identify First through Fifth object of a series?

SORTING

7. Can child discriminate color, shape, and size and sort accordingly?

CONSERVATION OF NUMBER

8. Can child recognize equality of two sets of objects - one spread out, one grouped closely? (Try several different ways - Ask which set is bigger or has more.)
9. With a set of 2 different color objects (7 red blocks - 3 blue blocks) can a child see relation of sub-sets to whole?

   Questions to be asked:

   1. Are these blocks? (pointing to reds)
      " " " (pointing to blues)
   2. Are there more blocks or red blocks?
      This should be rephrased several times. Children who cannot see the inclusion relation should not be expected to know that the answer to $a + \square = c$ is going to be smaller than c.

PATTERNS

10. Can a child reproduce (with beads or colored cubes, etc) a given pattern? Can a child produce a reversed pattern? To be given concretely. Without patterning ability, children cannot be expected to deal with ordering (before, after, between) or ordinals (first, second, third).

REVERSABILITY

11. Given two subsets of objects (less than 6) ask the child how many there are altogether. Then remove one subset and ask how many are left. Can the child then tell how many would be there if the removed subset is replaced?

CONSERVATION OF LENGTH

12. Given two equivalent lengths (of string, unifix, cuisenaire rods), one length is separated into smaller lengths, can the child perceive that the totals are the same?

CONSERVATION OF VOLUME

Given two equivalent cups of liquid, ask the child if there is the same amount in each cup. In the child's sight, pour one cup into a tall narrow container and one cup into a shallow container. Ask the child which container has more liquid. (If this was soda, which one would you rather have?)

ed

Second Grade

Written Diagnosis

1. Child can write numerals 0-25.
2. Child can fill in missing numerals in-1-100 (Randomly and Patterns.)
3. Child can write the number before or after a particular number -1-100.
4. Child can use 0-10 numberline to determine number facts 0-10.
5. Child can use numberline to solve placeholder equations, in the order:

   $a + b = \square$
   $a + \square = c$
   $\square + b = c$

   If child cannot do this, see test for inclusion relation on first grade diagnosis.

6. Child demonstrates understanding of families of facts (cummutative and inverse) by writing four facts sentences for 3 numerals a,b,c for instance;

   $a + b = c$ $b +$ [illegible] $= c$
   $c - b = a$ c [illegible] $= b$

7. Given a picture (grouping cards.-set 2) of groups of 10's and 1's, child can write numeral (N 68).
8. Child can do 3 addend addition
9. Child can do 2 digit addition (no regrouping)
10. Child can do 2 digit-subtraction (no regrouping)
11. Child can do repeated addition.
12. Child can do repeated subtraction
13. Child can count by 2's, 5's, 10's

SECOND GRADE
Second Grade

Diagnosis using Manipulatives

To be done: Give one-to-one or in small group.

Counting by rote

1. Have child count aloud to 25.

Recognizing numerals . 0-10, 0-25, have set of number cards or tiles.

2. Have child read numbers shown by Teacher (first in sequence, then randomly).

3. Have child place number cards in order or place tiles on a 100 board.

Counting rote- Child can count backwards; (orally)

4. from 10-0, 19-10, 25-10

Conservation of number

5. Child can tell that two sets are equivalent, regardless of how the members are arranged. (Ask "which is more?")

6. Given two sets of objects, child counts one set and then counts on to add second set (rather than push objects together and count total.)

7. Given more than two sets, child can "count on" to add.

Inclusion relation

8. Given two subsets of a clearly defined set, child can see a sub-set as being included in the set. Have two sub-sets of colored blocks, for instance; 3 red blocks, 7 blue blocks. Establish that these are both blocks. Then ask the child how many red blocks are there; how many blue? Then ask are there more blue blocks or more blocks. Until the child sees readily that blocks (the total set) is greater than blue blocks (the sub-set), he cannot be expected to do placeholder (missing addend) equations. (2 + ☐ = 6 etc.)

Matching numerals to sets 0-10 (Use, Cards [illegible] 21; 22, 23)

9. Have numbered trays, or paper plates, or box lids, etc. Provide sets of objects and ask child to place appropriate number of objects on each numbered tray. (one button on tray numbered "one"; two paper clips on tray numbered "two," etc.)

10. Have sets of objects (or pictures) and ask child to place a number card to match set.

Comparing sets- Larger, smaller, more, less, tall, short; etc.

11. Given two sets, child can say which is larger, which is smaller.

12. Given two sets, child can say how many more in one than in the other; how many less

Sorting into sub-sets

13. Given a varied random set, the child can sort into manageable sub-sets- and add. Does the child have a strategy for counting large numbers?

Moving on a numberline

14. Given a numberline, child understands which way to go to get from one number to another.

15. Given a numberline, child understands how to "jump" (knows not to count the starting number, for instance.)

16. Child understands operational signs (+ and -) as direction signs for numberline.

Ordinals

17. Child can place objects in size order.

18. Given an ordered sequence of objects, child can identify position of particular object ("What color is the fifth block?")

19. Given a pattern design-child can reproduce it and say what goes next.

20. Child can tell you what number comes before or after a particular number.

Families of facts- commutative and inverse

21. Child can state the four facts suggested by a domino or "Think" card. (See card N-37, 38.)

Identifing shapes

22. Children can identify shapes: circle, square, rectangle, triangle.

Identifying money- penny, nickel, dime, quarter

23. Children can identify (name) coins and state their value.

Reading clock faces:

24. o'clock, ½ past, ¼ past, ¼ to, child knows which hand is which. Knows how long it takes each hand to go around the clock.

Level 3

Initial Diagnostic Testing - Grade Level - A

Numbers & Operations

Red

Part 7 1-1-29 - add.: using 2 digit numbers
1-1-30 - sub.: using 2 digit numbers
1-1-31 - whole numbers to 300
1-1-32 - odd numbers
1-1-33 - even numbers

Part 8 1-1-34 - missing addend
1-1-35 - add.: vertical form
1-1-36 - sub.: vertical form
1-1-37 - place value

Orange

Part 2 2-1-5 - ordinal numbers 1st - 10th
2-1-6 - associative property: add.
2-1-7 - families of facts for add. & sub.
2-1-8 - place value

Part 4 2-1-13 - commutative property: add.
2-1-14 - add. facts to sums of 25
2-1-15 - expanded notation
2-1-16 - whole numbers to 999

Level 3

Initial Diagnostic Testing - A-L

If student does not indicate mastery of Red - parts 7, 8 and Orange - parts 2, 4

Numbers and Operations

Red

Part 5 1-1-19 - sub. on the number line
1-1-20 - many names for the same number
1-1-21 - whole numbers 11-100
1-1-22 - family of facts for addition
1-1-23 - family of facts for subtraction

Part 6 1-1-24 - zero, an identity element in addition
1-1-25 - associative property of addition, sums to 10
1-1-26 - fractional number ½
1-1-27 - fractional number ⅓
1-1-28 - expanded notation

Part 7 1-1-29 - addition using 2 digit numbers
1-1-30 - subtraction using 2 digit numbers
1-1-31 - whole numbers to 300
1-1-32 - odd numbers
1-1-33 - even numbers

Orange

Part 1 2-1-1 - recognizing when to use <, >, = in sentences
2-1-2 - sentences involving +, -
2-1-3 - □ as a place holder
2-1-4 - missing addend

Level 3

Initial Diagnostic Testing - A-H

If student has indicated mastery of Red part 7, 8 and Orange parts 2, 4,

Numbers and Operations

Orange

Part 3
2-1-9 - add. renaming of addends and sums
2-1-10 sub. renaming of addends and sums
2-1-11 equations, 2 names for same number
2-1-12 fractions on the number line

Part 5
2-1-17 - add. to 3 place numbers
2-1-18 - sub. to 3 place numbers
2-1-19 - fractional number 1/3
2-1-20 - fractional number 2/3
2-1-21 - fractional number 3/4

Part 6
2-1-22 - basic facts for mult.
2-1-23 - mult.: renaming of factors and products
2-1-24 - mult. on the number line
2-1-25 - commutative property: mult.

Part 7
2-1-26 - odd numbers
2-1-27 - even numbers
2-1-28 - one as a factor
2-1-29 - zero as a factor

Written Diagnosis

1. Child can write numerals in a 10 x 10 grid - 0-99 or 1-100
2. Child can fill in missing numerals in - 0-25
3. Child can write the number before or after a particular number - 0-25
4. Child can use 0-25 numberline to determine number facts 11-20
5. Child knows number facts through 10. Child can answer in writing 120 addition addition and subtraction facts through 10 in fifteen minutes or less.
6. Child can use number line to solve placeholder equations in this order:

$a + b = \square$	$a - b = \square$	If child cannot do this, see
$a + \square = c$	$a - \square = c$	test for inclusion relation on first
$\square + b = c$	$\square - b = c$	grade diagnosis.

7. Child demonstrates understanding of families of facts (commutative and inverse) by writing four facts -entences for 3 numerals a,b,c, for instance;

$a + b = c$	$b - a = c$
$c - b = a$	$c - a = b$

8. Given numerals 10-99, child can identify numeral in ones place, tens place.
9. Child can do 3 addend addition.
10. Child can do 2 digit addition (no regrouping)
11. Child can do 2 digit subtraction (no regrouping)
12. Child can do 2 digit addition with regrouping from ones to tens
13. Child can do 2 digit subtraction with regrouping
14. Child can 3 digit addition no regrouping.
15. Child can do 3 digit addition
    - a. regrouping from ones to tens
    - b. regrouping from tens to hundreds
    - c. regrouping in both tens and ones
16. Child can do 3 digit subtraction no regrouping
17. Child can do 3 digit subtraction with:
    - a. regrouping tens to ones
    - b. regrouping hundreds to tens
    - c. regrouping from both hundreds and tens
18. Child can do repeated addition
19. Child can do repeated subtraction
20. Child can count by 3's, 4's, 6's, 7's, 8's, 9's, 11's, 12's

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